THE NORTH SHORE COUNTRY DAY SCHOOL
Seventy Years of a Community of Learning

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by

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The North Shore Country Day School

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Preface

So very difficult a matter is it to trace and find out the truth of anything by history.
Plutarch

A good test of the health of a culture is the way it educates its young. But if we are to take seriously recent studies of American educational institutions, we as a society must admit to a rather unhealthy status. Fortunately, this failure is being recognized, and "educational reform" has become a key phrase of the final decade of the twentieth century.

What has caused such malaise? To a great extent the problem of institutional education has had to do with its structure, modeled as it has been on the paradigm of the European academe, a model which had served well generations of middle and upper class Europeans. Such educational methods were right for the problems, and perhaps the students, of the past but irrelevant for the needs of a religiously, racially and culturally diverse democratic society of the present and future. Experiential involvement and cooperative exploration, not drone and drill, have been recognized for almost a century now to be a more effective way of teaching and learning.

The drive for reform is not new, although many would so believe. The beginning of the twentieth century was alive with ideas for transforming the way schools lead children into adulthood. And Chicago at that time was the center of this activity. Two of the most notable educators in the nation were Francis Parker and John Dewey who, at their respective institutions in Chicago, promised a new way of teaching and learning and, in doing so, raised the hackles of the educational establishment. Their ideas and experiments came to be embodied in the progressive education movement which was to have repercussions for the rest of the century.

What was the central vision of the movement? What prevented the transformation that was hoped for in the educational system at large? What were the strengths and weaknesses of the movement? What impact did it have on its students? Why did progressive education fall out of favor? And why is it again gaining positive recognition?

As the twentieth century comes to a close, educators are continuing to seek better ways to educate the young. It is imperative to look back to these progressive education experiments to discover what of value can be carried into the new millenium.

Parker and Dewey

Francis Parker established his reputation at the Cook County Normal School, which prepared teachers for the Chicago school system in the late nineteenth century. His teaching methods drew the attention of a young Chicago matron, Anita McCormick Blaine, who chose to educate her own son under the new system and was willing to build a school so that it could happen. The Chicago Institute and later the Francis W. Parker School were the result. *Between Home and Community: Chronicle of the Francis W. Parker School, 1901-1976*, edited by Marie Kirchner Stone [1976], provides an excellent overview.

John Dewey at the University of Chicago and its Laboratory Schools was also a catalyst in this fermentation. In fact, Dewey and Parker worked together for a brief time, and Dewey later was to attribute to Parker the title of "Father of Progressive Education." That, too, is a fascinating story. *The History of the Laboratory Schools: The University of Chicago 1896-1965* by Ida B. DePencier [1967] tells a good part of it.

The North Shore Country Day School

By the 1920s the excitement and impetus of the movement had moved north along the shore of Lake Michigan to the Chicago suburb of Winnetka. There, two school systems were growing up side by side, directly influenced by Francis Parker through two students of his who had become the educational leaders in the village: Carleton Washburne of the Winnetka Public Schools and Perry Dunlap Smith of The North Shore Country Day School. Both had arrived in Winnetka in 1919, each to undertake an administrative post. Until 1943 when Washburne left for overseas duty, the two men remained good friends and sometime-partners, often collaborating on educational projects. Washburne told the story in *Winnetka: The History and Significance of an Educational Experience*, written with Sidney P. Marland, Jr. [1963]. Such cooperation between public and private educational systems within a community was unique.

There are some important ways, however, in which The North Shore Country Day School under Smith differed from the Winnetka system under Washburne. For one thing, Smith's system — kindergarten through grade 12 — was on one campus; the wide age span was integral to his philosophy. Washburne's system had three elementary schools and by 1922 a fourth — a junior high — each with its own campus. Another difference was that Smith approached education as an art. He worked intuitively, participating personally as a teacher for his entire career, always emphasizing art, music, drama and athletics for all. Washburne was more the scientist-administrator, conducting carefully monitored research and publishing prodigiously. He was interested in the different rates at which children developed, and he provided ways for each child on his or her own to proceed as fast or as slowly as that child was able. Smith, on the other hand, was concerned with keeping children with their age groups and enriching their advanced abilities within the group, while working to mature their slower developing aspects. While

Washburne allowed for the uneven development between children, Smith was also concerned about the uneven development within the child.

Smith welcomed and encouraged parent participation and involvement in the education of their children. Washburne, while concerned with educating his parents, would not have considered them "collaborators" as Smith did. In fact, by the early thirties, an opposition group of parents tried to remove Washburne from the Winnetka system. A number of members of the Winnetka School Board chose to send their own children to Country Day. For some reason, Perry Smith, as supportive as he was of Washburne and of progressive education, was less threatening to his constituency. What was the nature of this "tightrope" which both men walked, Smith perhaps a little more successfully?

In a community which supported and continues to support both public and private systems committed to progressive ideals, Smith and Washburne and their heirs have had to walk a tightrope anchored at one end by their intense convictions about child development and at the other by equally intense parental aspirations for their children: time to grow versus the wish to be admitted to the most prestigious colleges. The balance was not always achieved.

This study attempts to understand better what the progressive movement stood for as well as how progressivism was affected by conflicting attitudes toward it. Rather than attempting to analyze the movement as a whole, the research has focused on a case history of an individual school — The North Shore Country Day School — the vision which formed it, the personalities which guided it, the experiments which put their mark on it and the community which resulted from it.

The study begins with the birth of the School in the early years of the movement — one generation removed from the "Father of Progressive Education" — and follows its evolution as it has attempted to live out its vision against the push and pull of history. What was experimental and often considered radical at the time of the School's inception in 1919 has become part of the "new thinking" of educators today in 1990 who decry the ineffectiveness of traditional, mainstream American institutions. The School incorporated ideas such as parent involvement, educating the whole child, cross-age integration, heterogeneous grouping, cooperation rather than competition, building community, creating intragroup bonding, innovative teacher preparation, faculty autonomy, training for democracy, alternative ways of learning and outdoor education.

What becomes apparent in the study of a school like The North Shore Country Day School is that such an institution is driven by the vision of powerful individuals within the community. This study focuses on that vision as it is expressed by the voices of the past, voices whose presence enriched the School over seven decades. The study examines the ideals which inspired this vision as well as the weaknesses which sometimes limited its implementation. What becomes apparent is that education is as much the interaction of human beings, with all their foibles and idiosyncrasies, as it is the result of objective theories.

Voices Speak Out of the Past

The format of this story of a school has allowed the voices out of the past to speak. The primary one is that of Perry Dunlap Smith, the founding headmaster, who led the School from its beginning in 1919 until his retirement in 1954. Additional voices include other headmasters, faculty members, alumni, parents and friends.

Each chapter begins with the School's statement about itself for that era: how the School wanted itself to be perceived by the public at large. These statements were taken from the School's promotional literature representative of each decade. At times the School took pride in acknowledging its participation in the progressive movement, at times went to great pains to explain what was meant by "progressive" as if concerned about the reader's interpretation, and at times ignored the label completely.

The Nature of History

History is a difficult matter, as Plutarch pointed out almost 2,000 years ago. Where is truth to be found? In written records? In first-person accounts? In memories?

This history is certainly a weaving together of all of that: public news articles, yearbook text, old school newspapers, records from the village hall and the local historical museum and, most of all, memories of the participants. What one discovers, however, in trying to recreate the past is that memory is very selective. The reader will find some inconsistencies because memory is by its nature inconsistent.

The most helpful sources for recreating the voice of Perry Dunlap Smith were the monthly bulletins, particularly *Notes*, which were published by the Parents' Association beginning in 1938. For sixteen years Perry Smith wrote a monthly cover essay to convey his philosophy of life as well as of education, to explain his experiments and to challenge his school community to take on the task of rebuilding the world in the face of global events. *The School Bell* and the *Country Days* were subsequent school bulletins. The *Mirror* (the school yearbook), *The Purple and White* (the school newspaper until its demise in the mid-sixties) and *The Diller Street Journal* (the student paper of the late eighties) were also very informative. Most helpful were the actual voices, undiluted by print, of those who engaged in personal interviews.

Acknowledgements

A special thanks goes to the Talleys, Jean and Will, who devoted the better part of their lives to the School [1939-83] and who patiently guided an inexperienced teacher-historian in undertaking this monumental task. They warned me of the dangers; they helped me through the rough places; they cheered me on when I

completed various stages; they edited portions for accuracy. My biggest regret is that they are not here to celebrate with me the completion of this history of their beloved School.

A profound thank you also goes to Richard P. Hall [headmaster 1979-89], who recognized that a history is essential to the self-identity of an institution and held up to me the challenge to encounter the vision of Perry Dunlap Smith and to write about it.

If I ever had illusions about authors creating alone, these illusions have been forever dispelled. I could never have brought this work to completion without the following dear friends and colleagues:

Charles Haas '31, who put me in touch with that nostalgic time of the twenties and early thirties, and then stayed on to become my Virgil. He found me in the forest of those first chapters and became my guide through the Inferno and Purgatorio of the rest of this monumental journey. I could not have trod the path alone.

Diane Janson [president of the Parents' Association, 1980-83, and director of marketing, 1987-1990], who shared with me those brief, but intense, discussions of educational theory when we would meet in the hallways of NSCDS — my gratitude for her challenging questions and her incredibly patient and precise editing.

Mac McCarty [athletic director, director of Day Camp, biology teacher and coach since 1947], whose phenomenal memory of people and events over the past forty years was not only helpful but essential. He also wrote an entertaining and thorough history of the athletic program which stands on its own and is key to understanding what makes The North Shore Country Day School special.

Lorenz Aggens [geology teacher and business manager, 1955-66], whose reminiscences, interviews and extensive research on school traditions added such spice to the text.

Virginia Deane '41 [faculty member, 1946-69], whose recollections as a student and faculty member as well as an alumna of the Graduate Teachers College of Winnetka, contributed much to the coherence to the academic story. Her long-distance advice at the editing stage was done with humor and insight, the qualities that made her a remarkable teacher at both North Shore and St. Paul's School in Concord, New Hampshire.

Francis R. Stanton '27 [tennis coach 1972-87], Richard Hall [headmaster 1979-1989] and William Hinchliff '64 [director of alumni 1990-93], who waded through early drafts and gave such helpful advice on content, accuracy and style — and Francis Stanton again, who combed the final draft for any unintentional omissions.

Nancy Jones Emrich [director of development 1981-92] and her husband, Jeffrey, who tackled the job of overcoming computer incompatibilities.

Joan Palm Johnson '57 [coordinator of publications, 1988-1993], who designed and produced the camera-ready pages using Aldus PageMaker and a Macintosh SE computer.

Many students and alumni, who willingly gave time and thought to reconstructing their era in the NSCDS history.

My colleagues at The North Shore Country Day School, who were models for me of excellence in teaching. They shared with me their memories and stories of the North Shore experience. They held lunch meetings to hear about and discuss the Perry Dunlap Smith philosophy. And, most of all, they were always supportive with their friendship and love. I learned from them what it means to be a part of a family school.

A special group of past trustees, directors and faculty, who provided the initial funding of this history to foster this softback publication, complete with photographs, in conjunction with the 1994-95 celebration of the School's 75th anniversary. This fund and the profits from sales of this publication will fund an archives facility at the School.

My husband Lawrence Christopher for the hours and hours of discussion on educational philosophy and history, for the early editing, for the patient listening to "just one more paragraph" and for the constant, loving, moral support. He probably now knows more about The North Shore Country Day School than he ever wanted to.

And, finally, the Geyer kids, who spent their adolescence and early adulthood watching their mom analyze the school they attended and are now looking forward to the time she moves on in her life — just as they did — enriched and forever marked by an extraordinary education.

Nancy Geyer Christopher

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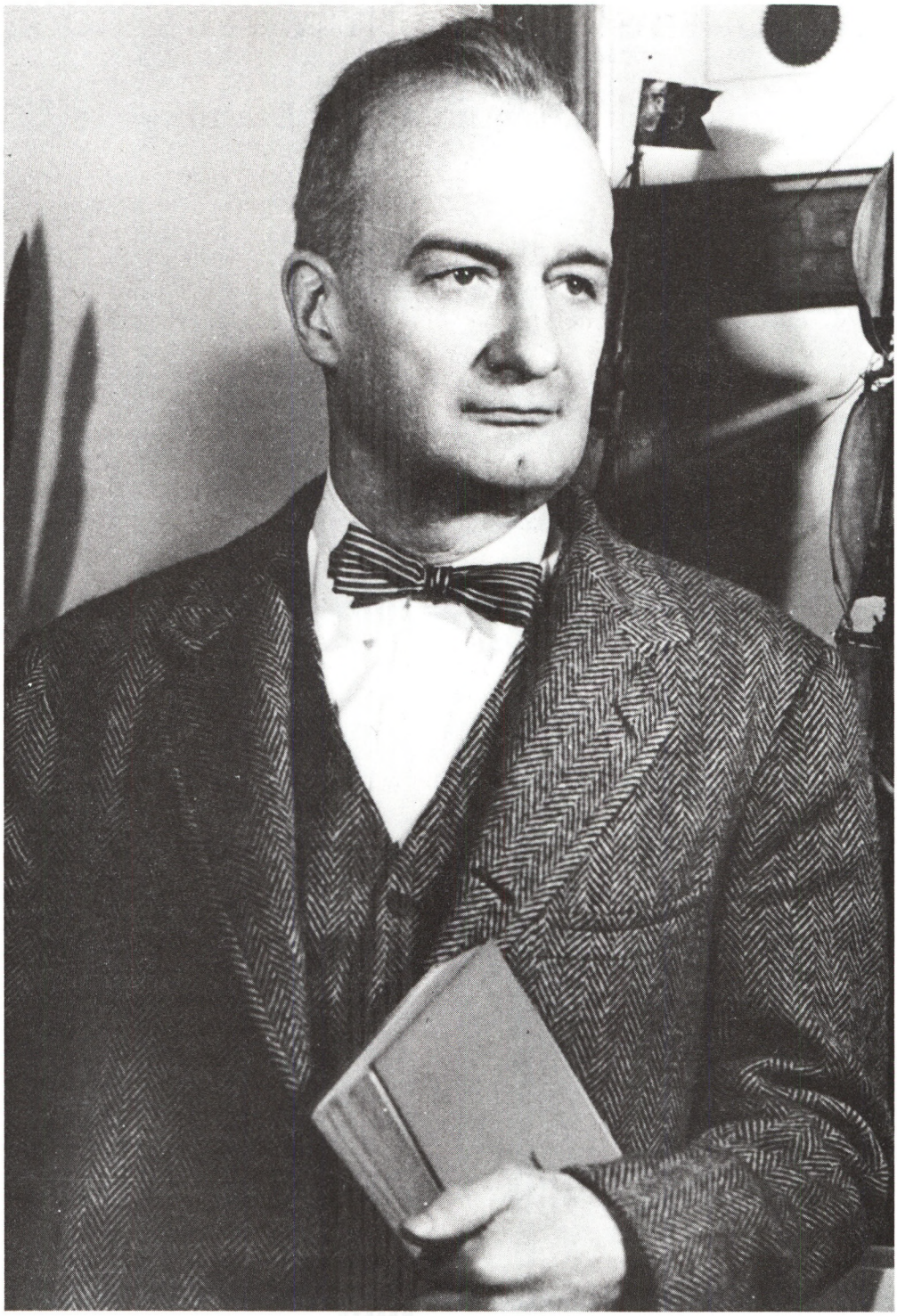


Perry Dunlap Smith was the headmaster of The North Shore Country Day School from the time of its founding in 1919 until his retirement in 1954.

THE MAN: Perry Dunlap Smith

The history of the world
is but the biography of great men.
Thomas Carlyle

WINNETKA, ILL., Feb. 5 [1967] — Perry Dunlap Smith, a leader in the progressive education movement and headmaster of the North Shore Country Day School from 1919 until his retirement in 1954, died at his home here yesterday after a heart attack. He was 78 years old. Under Mr. Smith's guidance, the North Shore [Country Day] School became a model for progressive institutions over the country.

Although never an advocate of sterile drill or mathematical markings, he was not a supporter of the "anything goes" school of progressivism either. He once was quoted as saying, "a child never respects a person he can walk over."

Mr. Smith was for many years a member of the Headmasters Association and served as its president from 1944 to 1946. His colleagues in the association frequently referred to him as the "elder statesman" of progressive education and often consulted him, even after retirement.

In later years Mr. Smith lectured widely and conducted special courses at the Franklin D. Roosevelt College in Chicago. Mr. Smith was born in Chicago. He attended the Francis Parker School there and the Hill School in Pottstown, Pa. He was graduated from Harvard College in 1911 and received an honorary Doctor of Literature degree from Colgate University in 1939.

He was a member of the board of overseers of Harvard University from 1940 to 1946, a trustee of the Francis Parker School and a director of the Institute of Psychoanalysis.

Surviving are his widow, the former Marian Baldwin, and four children: Hamlin Dunlap Smith of Agoura, Calif.; Mrs. Dorothea Ingersoll of Winnetka; Dr. Perry Dunlap Smith, Jr. of San Francisco, and Simeon Baldwin Dunlap Smith of New York.

. . . So *The New York Times* sums up a man's life.

A man born near the end of the 19th century, who helps usher in a new form of education, gives birth to a school, keeps it vital and innovative for thirty-five years and then passes on. What difference does this whole endeavor make?

To know Perry Dunlap Smith was to engrave on one's memory the image of an out-of-the-ordinary human being.

Lynn Williams, Class of '25, remembered:

> In the beginning at this school, we who were students would see Perry Smith striding in his cape to Morning Exercise. In those days there was no music director, but he knew that the school needed music. So he led the singing. He would announce the name of the song and turn for an opening chord to the pianist who was also the girls' gym teacher. He lifted his hands and we all sang, perhaps "Men of Harlech in the Hollow" or ". . . as the caissons go rolling along." Whatever needed doing to make this the kind of school he wanted it to be, he did.
>
> We would meet him later in the day as the teacher of our class in ancient history. In the late afternoon he was on the football field in uniform. He was needed there because there weren't enough of us to make a second team. So he was the fullback of the second team, the former fullback and captain at Harvard — and a terrifying thing it was for us.
>
> When it came time to put on a play, he was the drama coach. Some years later when we started with Gilbert and Sullivan, he was the coach here as well, telling one of his singers: "the Duke of Plaza-Toro has to be much more pompous. Let me show you." And he did.
>
> The School needed higher inspiration, so sometimes he read the Bible to us. He read crisply and clearly and without a Sunday voice. Sometimes he read from Genesis, more often from one of the Psalms and sometimes this:
>
> > Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.
> >
> > (Philippians 4:8)

Family Background

Perry Dunlap Smith was born the eldest of five children to Dunlap Smith and Harriet Flower Smith in Chicago on December 16, 1888. According to Perry Smith's eldest son Hamlin, there is a family story which may or may not be true, that the Smiths went by covered wagon to Wisconsin in 1848, the year the territory was admitted to statehood. The westward movement was also accelerated by expanding railways. According to Hamlin Smith, railroad companies had unscrupulously brought European families into villages, then told them that in order to get supplies the villagers would have to pay exorbitantly high rates to have them brought in by rail. If a village wanted a railroad to go through, it would

have to pay to have a bridge built. If the villagers could not afford the bridge, the railroad would route the train around the village and through another that would pay the cost.

Perry Smith's paternal grandfather, so the family story goes, was sent by a group of farm families to the University of Wisconsin to study law. He is next heard of as an executive for the Chicago and North Western Railroad. It is said that he instigated the railroad's route up through the North Shore from Chicago to Milwaukee.

Perry Smith's mother Harriet was the second child, the only daughter of Lucy Coues Flower, a remarkable social activist, who was born in Boston about 1837 (early records are not clear on this; she was adopted). As a young woman, Lucy went to Madison, Wisconsin, and found a position teaching high school. In 1862, at the age of twenty-five, she opened a private school and also married a young Madison attorney, James Monroe Flower. The Flowers had three children, including Harriet, before moving to Chicago in 1873.

Social Activism

In Chicago, Perry Smith's Grandmother Lucy became a close friend of Jane Addams and shared with her a special concern for poor, delinquent children. In 1891 Lucy was appointed to the Chicago Board of Education and worked to improve teacher training and salaries. She also sought to make school programs more relevant to the city's poor. Grandmother Flower was largely responsible for a number of innovations: the introduction of kindergarten, manual training and sewing classes in the elementary grades, school bathtubs for tenement children to use, and a more effective compulsory attendance law which finally was put into effect in Chicago in 1897.

Lucy Flower also became a member of the Board of Trustees of the University of Illinois, the first woman elected to a state office in Illinois. During the 1890s she worked for the creation of a juvenile court in Cook County, which was established in 1899, the first of its kind in the world. She worked as well with Julia Lathrop to found a women's Juvenile Court Committee to raise money for salaries for the probation officers. When she discovered that many nurses at Cook County Hospital were unqualified political appointees, Lucy Flower helped found the Illinois Training School for Nurses, the first in the city.

In light of the foregoing, one might imagine that the conversations in the Smith-Flower family households were often focused on issues such as education and social awareness and concern.

Education and its Impact

Perry's father, Dunlap Smith, was involved in Chicago real estate and in that capacity was arranging the property transaction for the experimental school founded by Francis W. Parker. Dunlap Smith happened to be in the principal's office when the enrollment list was opened. The first name to go on that list was Perry Dunlap Smith. Then were added the names of two of Perry's brothers, Elliott and Lawrence.

What a revelation it was to the Smith boys to experience the "new education" at Parker's Chicago Institute after five years, at least for Perry, of public school education at the Louis Nettelhorst School. At the public school, as Perry later told a *Time* magazine reporter, "we did everything by the numbers — opening desks, closing desks, picking up pencils." Those years at Parker's school may have been a rather heady experience. In class along with Perry were Katharine Taylor, later to become headmistress of Shady Hill School in Cambridge, Massachusetts, and Herbert Smith, later a long-time principal of the Francis W. Parker School. One year behind Perry, in his brother Elliott's class, was Carleton Washburne, later the superintendent of the Winnetka school system, who was to attract worldwide attention as an educational innovator.

Perry was a young adolescent when his maternal grandparents, the Flowers, moved to California because of the failing health of his grandfather. His own father died shortly after that, leaving his mother Harriet a widow with five young children to rear and educate. Perry's youngest sibling Hermon was just two years of age. One of Hermon's daughters, Adele Smith Simmons, recalled:

> While grandmother [Flower] was quite wealthy, Uncle Perry's own circumstances were very different.... They [Perry's family] had very little money and indeed were supported to a large extent by friends of the family who assisted them in a variety of ways. All of the boys attended Harvard on scholarships. I believe that members of our family would argue that the circumstances of having a father die while there were still very young children and the financial struggle that ensued made an enormous difference to everyone in the family.

Perry went East to finish his secondary schooling at The Hill School in Pottstown, Pennsylvania. As much as he would have preferred to have remained with his family, as later becomes evident in his writings about the value of a day school over a boarding school, the experience of the single-sex boarding school provided an important point of reference. The Hill School was a traditional Episcopalian preparatory school. It was no secret to the Hill masters where he was coming from. Smith reminisced later to the *Time* reporter, "So you're one of those rule-by-love boys," snorted a master, probably to warn him he had better toe the line.

But The Hill School, too, left its mark: a 1980s catalog features a photograph of the original building on a beautiful campus endowed with trees, shrubs and gardens. The caption underneath reads, "The School has long believed that good learning is

enhanced when a student is surrounded by aesthetic beauty." This idea certainly became central to Smith's conception of The North Shore Country Day School campus and its relation to the students. The motto of The Hill School also strikes a familiar chord: "Whatsoever things are true."

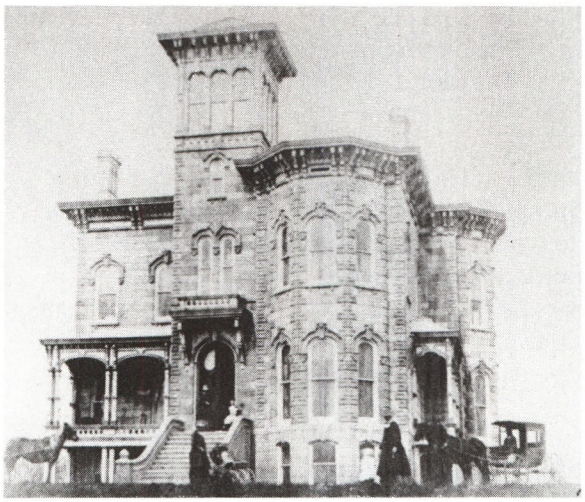
Perry went on to Harvard on a scholarship. He did not join an expensive eating club, but became a member of the Phillips Brooks House which focused on social service. He often went into Boston to work with underprivileged children. Also active in athletics, his 6'2" broad-shouldered build helped lead him to success on the football field. During the summers he spent time with his family in a cottage in Charlevoix, Michigan, where he and his brother Elliott taught the youngsters skills in boating, trapping and nature study. All of these experiences would influence Perry's later life.

Following graduation from Harvard, Perry spent a year as a master at The Hill School and then returned to Chicago where he spent several years teaching, coaching football and doing administrative work at The Francis W. Parker School. In the autumn of 1917 he married Marian Baldwin from the East and became the assistant principal at The Scarborough School up the Hudson from New York City.

When the United States entered World War I, Perry joined the U.S. Army. His teaching skills soon became apparent and he was called upon to teach officers who dealt with recruits. According to his son Hamlin, Perry wanted to go overseas so badly that he volunteered for the artillery with the expectation that that would take him there. Instead, he was sent to Camp Lee, Virginia, and appointed Dean of the Infantry Officers' Candidate School. He always regretted not having gone overseas.

Following the war Smith became educational director for the National City Bank in New York. This is where he was called upon by Charles Mordock from Winnetka, Illinois, to consider creating a new school which would combine progressive educational ideas with the country day school format.

Mr. Mordock was persuasive, but for Perry the decision would not come easily. Before he could agree, several complications in the proposal had to be resolved.



The 15-room home of John Garland, Jr. was completed in 1874.

The Garland home became Knollslea Hall and was used in various ways by The North Shore Country Day School until it was demolished in 1960.

This aerial view shows the campus in the early 1960s. Knollslea Hall is gone.

THE SCHOOL: Concept and Reality

It has been said that history is writ in the biographies of great men. I am not so sure about this. Maybe history is the story of great institutions and, of all those institutions begun or inherited, only a few survive to have the qualities of greatness.
Dr. Francis D. Moore '31

So began a commencement address to the Class of 1962 by Dr. Francis D. Moore '31, who came to The North Shore Country Day School as a first grade pupil in 1919. Dr. Moore went on to describe the origin of one of those special institutions:

> Winnetka in the fall of 1918 was enjoying the return of her men from the war. Many new families were moving out from Chicago or Evanston — or from the East — as business opportunities were so promising. The matter of education and new schools was very much in the air.
>
> Professor John Dewey had left the University of Chicago only a few years before — in 1904 — to go to Columbia to teach psychology and to tell his students about a new form of schooling that was being called "progressive education." The term and the fashion soon fell into disrepute. We all recall the cartoon showing the little girl arriving at school, saying to her teacher, "Miss Jones, do we really have to do only what we want to do today?"
>
> But despite this conversational discredit, the concepts of Dewey were here to stay. They stressed the growth of the individual's intellect from within rather than by superimposed dogma from without. These ideas revolutionized American teaching methods and attitudes.

The Parker School

> The Parker School in Chicago had been founded in 1900, originally under the name of The Chicago Institute. The school was founded by Colonel Francis W. Parker, a . . . collaborator of Professor Dewey. Professor Dewey referred to Colonel Parker as "the father of progressive education."
>
> The first student enrolled at the Chicago Institute was a certain Perry Dunlap Smith. . . .
>
> The Parker School by 1918 was attracting widespread attention; it immediately came to prominence as an example of practical success in the theoretical ideas of Professor Dewey and Colonel Parker.

Girton School for Girls

In Winnetka there was a school named Girton after the women's college at Cambridge, England. This school was owned and operated by Francis King Cooke as a girls' preparatory school. It was the successor to an earlier boys' school called Rugby in Kenilworth, run also by Mr. Cooke. Two or three of the Winnetka parents who were active in the new school movement had attended the Rugby School. Many Winnetka residents felt that the Girton School needed a strong transfusion of new and vigorous ideas. It had lost its accreditation for admission to some of the eastern women's colleges such as Vassar and Bryn Mawr. It had come on unhappy days financially and made up its deficits from a farm alongside the Chicago & North Western railway tracks.

Many of the Winnetka families wanted the new type of independent school. Others wanted to put their efforts into reforming the public schools which were very conservative at that time. There was quite a battle with many arguments both public and private between the two views. Working for the independent schools were many families well-known to The North Shore Country Day School, among them the Boals, the Wallings, the Mordocks, the Clarks, the Coffins, the Fentresses, the Scotts and the Ripleys.

Search for a Headmaster

Already knowing of Perry Smith, these parents went in search of a headmaster. Mr. Smith, then twenty-nine years old, had graduated eight years before from Harvard College. He had entered teaching and had taught for a while at the Francis Parker School as well as at a new school which was being started by a Mr. [Frank Arthur] Vanderlip in Scarborough-on-Hudson in New York. Then with the war, Perry Smith had joined the Army. . . . On leaving the Army in 1919, he had not found it easy to return to education. He was working at the National City Bank in New York when Charles Mordock came to visit him there.

The group of founding parents asked Perry Smith if he would take over a post as a co-headmaster of the Girton School, working with Mr. Cooke. Mr. Smith came and studied the scene. He soon decided that this would not be a good working arrangement, that the school needed a completely fresh administrative arrangement and a new vision for its educational goals.

A month or two later — this would be about May 1919 — Mr. Mordock again called Perry Smith and told him that now "the time had come." The parents had [made arrangements to lease the Girton School], and they wanted him to come and take it over as headmaster. They wanted him to unite on this campus the concepts of a country day school with those of progressive education as it then was understood. A great institution was born.

> At this same time, traveling to the West Coast, the public school group under Laird Bell went in search of a [superintendent], and there they found Dr. Carleton Washburne.
>
> Neither of the parent groups realized that their two headmasters had been classmates together at The Chicago Institute under Colonel Parker and were old friends. In the next twenty years they were to provide a model for the whole country of private and public schools working together in a community to further the cause of education and to help the revolution in which Winnetka was a leader — a revolution now referred to as "the remaking of the schools."
>
> So, NSCDS took over Girton with Mr. Smith at the helm. Mr. Cooke's potato farm was still out there where the football field now is. The last potato was peeled, and the last cow was milked. Mr. Smith arrived in June, and in the fall of 1919 the first classes began. The youngest children there in 1919 were some unwashed urchins and some more presentable lasses who later in 1931 were very proud to have been the first class to have gone through all twelve years of this school and then off to college.
>
> For all of us in that class, as I think for all of The North Shore Country Day School graduates, there was a real interest in education. We felt we had been in on a big thing — a big experiment — and that it was a huge success. It was up to us to help prove it."

So ended Dr. Moore's commencement address which introduced the Class of '62 to the story of their school.

Assessing the Campus

When Perry Dunlap Smith arrived on campus that summer of 1919, he took stock of the buildings with which he had to work to start the new North Shore Country Day School. Five buildings were left by the Girton School for Girls.

Dominating the campus both in size and in elevation was Knollslea Hall, reached by climbing brick-paved Diller Street from Center Street (now called Green Bay Road) up to the top of the hill. Across Diller Street to the north was Leicester Hall. To the west of Knollslea Hall was the gym and Eliot Hall, and at the western end of the campus was, appropriately enough, West Hall.

Knollslea Hall

Originally built in 1871 as a private fifteen-room home, Knollslea Hall had belonged to John Garland, Jr., a Chicago luggage manufacturer. There is some discrepancy on the date. Some sources say 1863, which would have placed the construction during the Civil War and thus have given credence to the story that the building was a way-station on the underground railroad. Unfortunately for the

myth-makers, historical data gives greater support for the 1871 date. Construction was completed in 1874. The latter date was confirmed by the Winnetka Historical Society.

The location of the mansion was a sandy, treeless hill which, according to early Winnetka history, was the highest spot in the area along Lake Michigan from Chicago to Waukegan. John Garland's niece Susan wrote of visiting her uncle one summer and watching workmen dig into the hill near the house to bring up Indian artifacts and bones. Historical lore claims that the Garland home was located on an Indian burial mound, variously claimed to be Potawatomi or Miami.

When William Talley joined the science faculty in 1943, he found native American artifacts in a display case in the science department in Dunlap Hall (built in 1922). They subsequently disappeared during a major renovation of the building in 1960. There is still some question about the nature of the use of this hill or knoll by the Indians prior to European settlement.

Designed by John Christian Behrens, Knollslea was a magnificent structure built of natural concrete blocks made from grout lime mixed with sand and gravel from the shores of Lake Michigan. Mrs. Helen Joseph, the School's first public relations director [1950s and 1960s], wrote a description of this landmark building with the help of Frank Windes at the Winnetka Historical Society:

> The Garland home [later known as Knollslea Hall] had ornately decorated ceilings painted green and gold, a tower with windows through which the family could look out on Lake Michigan and fireplaces in every room as this was the only available source of heat. There was a porch around the east and south sides of the house and a green house with a southern exposure.
>
> Another information source revealed fourteen-foot ceilings and black marble fireplaces.

According to Charles Haas '31, the story current among the lower school children of the twenties was that the glassed-in tower on Knollslea had been a lookout for raiding Indians.

Knollslea's first use as part of the Country Day School campus was to house the boys' upper school and the lunch room. From 1919 until 1960, when the building was demolished, it saw many other uses: administrative offices, art library, music and art studios, and costume room.

Leicester Hall

Across Diller Street from Knollslea, Leicester Hall was first commented upon in a 1911 Girton yearbook. The girls wrote of their excitement on moving into the newly-renovated dormitory in Leicester. Likely as not, it was named after an English college for women as was Girton. The building's first use as part of Perry Smith's new school was for the music studios and the apartments for single

teachers. According to an early faculty resident, the men's quarters were on the second floor, the women's on the third. This building, too, served many uses over the years and still survived at the end of the century, albeit in a different location.

The Gymnasium

The gymnasium had been built for the Girton School, and it soon became apparent to the new North Shore physical education department that there were some serious deficiencies. Charles Mordock's son, Bud (Class of '22), remembered:

> One of the disadvantages of playing basketball at The North Shore Country Day School in the early days was the gym. Those of you who are familiar with the original gym recall that the baskets were there at the right height, but the ceiling was the wrong height, so you had to develop a special shot such as a lay-up in order to get a good basket. However, another thing about the gym was the fact that it wasn't wide enough to have any room on each side so you were continually crashing into the walls. Wrestling mats were usually strung up on the wall so that we didn't damage ourselves too much.
>
> But I well remember crashing into the wall, opening up a cut over my left eye — which didn't hurt at all, but which bled profusely — being taken out by the coach, the eye washed out, taped up again, and then returning to play amid the cheers of the home audience that I was so courageous.

Like most gymnasiums of that era, this one had a stage at the south end that was used for dramatics and assembly programs such as Morning Exercise. Considering how chairs had to be put up and taken down daily, Perry Smith must have had some serious thoughts about the limitations of this situation. The building survived until 1963 when it was demolished to make way for the new art center.

Eliot Hall

A gray stucco two-story building with an English basement, Eliot Hall housed the kindergarten, elementary school and print and woodworking shops in its first years as part of the Country Day campus. Designed by Lawrence Buck, who later designed Roycemore School in Evanston, Eliot had been built in 1911 by the Girton School to serve as the lower school department. With its flat roof and starkly geometric frame, it looked strangely out of place among the other buildings on campus. Later it was to become North Shore's middle school after the new lower school building was built in 1938.

In 1956, showing the effects of many years of middle school youngsters, Eliot Hall was torn down in one week by one man. His labor made way for a new middle school building.

West Hall

At the western edge of campus next to Forest Street was West Hall, thought to have been the coach house for the Garland estate. It was a funny-looking two-story wood frame building where Mr. Smith chose to locate the girls' upper school and administration offices. In the basement was the home economics department. The loft was a large, open space used for a variety of purposes: study hall for upper school students, the original assembly hall before it was moved to the gym, and the meeting space for late night faculty meetings. West Hall met its demise in 1937 to make way for a more fitting lower school building.

Such were the five buildings that provided the setting for the new country day school, the first in the Chicago area. Each structure was unique, but adaptable. To this day the mere mention of their names evokes memories for many.

First School Catalog

A booklet describing the School was published in 1920-21 and printed in the print shop by upper school classes. This first School catalog expressed the philosophy of North Shore and listed the instructors, tuition and courses of study. In addition, there are full-page photographs of the administration building (West Hall), the gymnasium, Eliot Hall and the grounds.

A beautiful campus was integral to the "country day plan" which called for a school just outside the city where students could have contact with nature. The 1920 booklet in describing the campus stated, "The grounds, with beautiful old trees, masses of shrubbery and stretches of lawn, provide ideal surroundings for child development." Many of the trees on the campus at that time had been planted by the Garlands who had imported maple and copper beech from Europe.

Lynn Williams '25, at the memorial service for Perry Dunlap Smith in 1967, remembered Mr. Smith's leading the students out of their classrooms one of those early years for a special task:

> One spring day he led us out with shovels and rakes for the first "dig day" among the big trees behind the old buildings, all but one of them gone now. He must have thought it was good for our characters and good for our souls, but mostly it was one more thing which needed to be done, to clean up and to plant some new trees."

Dig Day thereafter became an annual tradition, albeit with a spotted history; some years there were two Dig Days (or Work Days — one in the spring and one in the fall), some years only one and some years none. Faculty throughout the years would get angry over the seeming waste of time and lack of organization.

By the 1980s, Work Day (as it became known) occurred once a year, in the fall, and its organization was tightened up considerably. Seniors still planted tulip bulbs

with their kindergarten partners as they had for many years. Refreshments were still served, ice cream bars instead of the earlier ice cream cones. The whole School's attack on the campus with rakes and leaf bags would be annually recorded by art department head John Almquist. This video tape would be edited and put to music for a cold winter day's Morning Ex. Another 1980's innovation was the dispersal of upper school students and faculty, after the campus was cleaned, to the surrounding communities to rake the yards of the elderly.

After Perry Dunlap Smith's day, students no longer did the planting or cutting down of trees. As the 1980s business manager commented: "This would be an insurance agent's nightmare." Tree planting and removal came to be done professionally, with the resulting loss of valuable experience to the students.

One other story about the development of the early campus reveals the enthusiastic creativity with which Perry Smith approached the environment of his students. His colleague and friend, Carleton Washburne, superintendant of the Winnetka school system from 1919 until 1943, told the story in his book, *Winnetka: The History and Significance of an Educational Experiment.*

The setting was a dinner party in 1920, the book relates, shortly after the two young men had come to the village to head their respective schools. Edward Yeomans, the Winnetka schoolboard member who had recommended Washburne, was the host. The guests included Washburne, Smith, their wives, and a young couple, Carmelita and Theodore Hinton. (Carmelita Hinton later would found Putney School, a progressive secondary boarding school in Vermont.)

That evening Theodore Hinton described to Smith and Washburne an idea inspired by a bamboo climbing frame his father had built while the family lived in Japan. The father, a mathematician, believed that if his children had the experience of climbing on cubes with X, Y, and Z intersecting poles, they would be able to deal with the third dimension in mathematics. When the children were playing, the father would call out an intersection — for instance, X3, Y2, Z4 — and the children would be expected to visualize it on the frame and then scramble around to reach it. But the most fun for the children was simply climbing, hanging and swinging from the poles. Hinton planned to build a similar structure in his own backyard.

Washburne and Smith immediately saw its potential as a piece of playground equipment and subsequently spent many hours at the Hinton home working together with Hinton on a design for it. The first crude structure, made of iron pipes, was built on the campus of Country Day. There were flaws which had to be worked out, and a better-designed frame became part of the playground equipment at Horace Mann School. This was the beginning of the Jungle Gym. A manufacturing company was incorporated by Hinton shortly afterward to produce the frames for school use. They can now be found all over the world, but the first one was at The North Shore Country Day School.

In addition to the philosophy and the program of the School, the campus was — in the beginning, and continued to be seventy years later — an integral part of the School's identity, the first attribute new visitors noticed, and often a strong selling point for potential parents and faculty.

The Early Days

Lynn Williams '25 recalled the first years:

> The School must have been poor then, though none of us who were students knew it or thought about it. For the young headmaster these must have been difficult times, but surely also they were the best of times.
>
> One day we learned that Mr. Price, the science teacher, was leaving the School. Between classes and after classes we conjured up explanations. We thought perhaps he had been fired because we suspected that he smoked, although we had never seen him do it. We felt better when we learned that he was going to St. Louis to become the headmaster of its Country Day School.
>
> Since then [these reflections were recorded in 1967] eighteen more men have gone from this School to be headmasters elsewhere. And all of those we knew were as different, one from another, as any men could be.
>
> If Perry Smith in those days was becoming a leader of a movement in education, we didn't know it. To us he was merely trying to make this the best School his mind and energy could embrace. He was as astonished as he was pleased when the School he was building began to get the attention of leaders of education elsewhere; astonished when he was chosen president of the headmasters association [1944-46] and when elected to the board of overseers of Harvard [1940-46].

For Perry Smith, another vital aspect to creating a successful school was to ensure that parents play a key role. This element was often underestimated — although seldom for long — by new parents. They soon came to realize and to appreciate the fact that the School's philosophical and educational principles require parental participation.

THE PARENTS: Partners and Co-Workers

I know of no other school (and I see a great many every year) in which the parents seem to understand so completely the value as well as the necessity of their active participation in the school's work. . . . [It] is a conviction that parents and homes are necessary in the lives of growing children and are just as vital a part of their education as are schools and teachers. . . .

Perry Dunlap Smith

As someone who lost his own father while still an adolescent, Perry Dunlap Smith had a particularly poignant perspective on the importance of parents in the lives and education of children. At a time when psychologists were questioning the value of separating adolescents from their homes and families for the sake of college preparatory studies, Perry Smith was sent from his home in Chicago to finish his secondary education at an eastern boarding school. He came out of the experience placing special value on the importance of family life for adolescent development and with great appreciation for the significance of parents in the whole educational process.

Parents Create a School

Dr. Francis Moore's 1962 Comencement address (quoted in the chapter "The School") explained that in the second decade of the twentieth century there was great concern among the parents of Winnetka over what they considered to be an inadequate public school system. Two major opinions emerged from the intense discussions. One option was to create an excellent public system that would be comparable to most private schools in existence at that time. The other option, very appealing to parents considering boarding school for their youngsters at the high school level, was a new idea called the "Country Day Plan."

The Country Day Plan

It is important to understand the beginning of the Country Day Plan in order to appreciate the significant role of the parents in the history of North Shore. Around the turn of the century there was a growing awareness among parents and psychologists that it was healthier for adolescents to be with their families and to experience the give-and-take of daily life across generation lines and with siblings than to be sent away to boarding school.

A Baltimore mother, Elizabeth Carey, with the help of Johns Hopkins University President, Daniel Coit Gilman, in 1897, had come up with the idea of building a school in the country, near the city limits, easily accessible to public transportation,

but in an area where youngsters could have close contact with nature. The children would spend a good part of their day studying, playing, eating and interacting with their peers and teachers and still be able to return to their homes for the evening meal and family life.

The intention was to preserve the best of the boarding school (high academic standards, quality athletic program, and *esprit de corps*) without losing the benefits of a loving home. So successful was the concept that by the 1940s there were several hundred country day schools throughout the United States.

Once the decision had been made in 1919 to create a country day school in Winnetka, the choice of a headmaster seemed to evolve spontaneously from the parents who were on what was then an advisory board (forerunner of North Shore's Board of Directors). The chairman of the Board was Charles T. Mordock who, with his good friend Edwin Clark, used to spend vacations at a summer home in Charlevoix, Michigan, along with a number of other Winnetka families. Kay Mordock Adams '21, her brother John (Bud) Mordock '22 and their friend Bob Clark '21 recalled those times. Bud related some of the details:

> Back when Kay and Bob and I were wee small children, we used to spend the summer up at Charlevoix at the Chicago Club where my Grandfather Bayley had a house. Right in back of our house was a cottage in which the Smith family spent their summers. In the Smith family residing right directly behind us were two young men of college age, Perry Dunlap Smith and Elliott Dunlap Smith. These two people were instrumental in teaching us the rudiments of how to make a trap to catch rabbits and squirrels.
>
> Well, they put Animal Crackers in at night so we'd catch the Animal Crackers, but ostensibly these were the boy scout's methods of catching small game. They were very helpful. They taught us a great deal and in due course of time Elliott Smith, who later became chancellor of Pittsburgh University, took Bob and me off and taught us to canoe and to camp.
>
> We would get out of our family's hair, taking the sailboat, the motorboat and a canoe way down to a lot which Mr. Clark purchased on Pine Lake, now Lake Charlevoix, and we would camp there, returning occasionally to get supplies and then get out of our family's hair for another couple of weeks. We also had a sailboat which we raced and they taught us how to sail, which as far as I was concerned became a lasting hobby.
>
> So, when it came time to select a headmaster for the School, it was only natural that since our parents were part of the operation in starting this school, that they would think of Perry Smith who had gone on from teaching us children how to make animal traps to become an instructor in military tactics during the war, taught at the Parker School and other places, and was at that time developing his own theory of how to conduct a school.
>
> For this reason the Board of Trustees selected Perry Smith to be our first headmaster. Incidentally, as my sister told me to say, many of the

discussions regarding who was to run the School and how it was to be financed took place on our front porch. Or rather I should say, on the side porch which was large enough to contain fifteen or eighteen people in a session and was delightful in the summer — before all of us had air-conditioning — when we enjoyed the breezes from the lake.

The parents' role in the School was fundamental right from the beginning.

Philosophy of Parent Involvement

One of the themes of the School which Perry Smith would reiterate repeatedly throughout his tenure as headmaster was that the parents are "co-workers in, rather than just owners and directors of, the enterprise. They are colleagues or collaborators in this all-important task of helping young people achieve full emotional maturity. . . . From the first, ours has been a 'parent-centered' as well as 'child-centered' school. This is an essential principle of a school's good health."

In support of this philosophy, three organizations of parents evolved during the history of the School: the Advisory Board (later called the Board of Directors and still later Board of Trustees), the Parents' Association and the Woman's Board. The Advisory Board in 1919-20 was a group of eight fathers. Over the years the Board has grown, both in number and diversity. By 1990, the Board of Trustees numbered twenty-six, of whom eight were women.

The Parents' Association was founded at the very beginning of the School, apparently by Willoughby Walling, after whom the lower school building was named, and Hester Howe, who had the distinction of having at least one of her five children in the School every year from its founding in 1919 until 1941 when her youngest child, Warren, graduated. (Subsequently, a number of her grandchildren were students.)

The NSCDS Parents' Association was not part of the Parent Teacher Association. In contrast to the growing PTA movement, started in 1897, the school community of the 1920s believed that the parents should stand on their own in relation to the faculty; neither should be swallowed by the other.

Walling used the analogy of the triangle to indicate the role of the parents in relation to that of the faculty and students. The strength of the triangle, he used to say, is essential to architecture and engineering. Each side — students, faculty, parents — is connected to the others. Together they offer the strongest form in building. "The strength of the whole depends on the ability of each to fulfill its appropriate function," he stressed.

Smith, a master at creating community, believed it was essential for students, faculty and parents to exercise their appropriate functions in the context of affinity. He used to say that the major advantage of a country day school was the close association with the home throughout the formative years. He delighted in

Walling's reference to parents as "the faculty in charge of home dormitories." Both men recognized the importance of "dormitory faculties" consulting with each other as well as with classroom faculties so they could coordinate their efforts. "In the world of today," Smith wrote in 1945 in an issue of *Notes* (the monthly bulletin published by the Parents' Association), "when we face greater problems of community living and interdependence than ever before, the need of such understanding relationships is correspondingly greater."

Financial Involvement of the Parents

In order to understand the financial involvement of the parents, one must go back to the first few years of the School. No one was certain just how successful it would be. Perry Smith later described to Charles Haas '31 that five parents had each guaranteed to give $5,000 a year for four or five years, and that was the basis on which the staff was hired and operations begun. Obviously this money was for any deficit over and above tuitions and other voluntary contributions. The campus and buildings were rented from Francis King Cooke who had run the earlier Girton School for Girls.

The 1928 *Mirror* (school yearbook) described what happened next:

> In about three years the School had grown strong enough so that it was felt advisable to buy the property on which it now stands, provided money could be found. . . . Part of the money was provided by a mortgage on the land and buildings, and the rest was loaned by parents having children in the School. The corporation, which is the business body of the School, gave these parents who loaned it money an acknowledgment of its debt to them and its promise to repay it. This acknowledgment is what is sometimes called a note and other times a debenture, and those who received them are called debenture-holders. . . . They are the members of the corporation."

An early brochure, "Information for Parents," published during the 1929-30 school year and used during the 1930s, described the financial organization of the School. Incorporated under the laws of the State of Illinois as "a corporation not for profit," the School was controlled by a Board of Directors elected by the parent members of the corporation. A subscription fee of $100 per child per year (over and above yearly tuition) was meant to be considered "a membership investment, rather than an additional expense."

Mr. Smith always made it clear in a discrete way that the subscription could be waived where it would work hardship, and extra subscriptions would be purchased by families who could afford it. In the fall following the graduation of each student, the debentures matured and were paid back to the parents.

In January 1947, however, a drive was initiated to rid the School of what had become an oppressive debt; an executive committee was formed, headed by school parent Roy Walholm. "Let us be debt-free" was the slogan. The goal was $250,000

to wipe out the mortgage and debenture indebtedness. The drive was so successful, thanks in great part to the loyalty and friendship of parents, that by the end of March that same year the amount pledged exceeded $275,000.

Parents were also encouraged to subscribe to the annual scholarship fund. Perry Smith continually stressed the importance of maintaining a democratic cross-section of students. In fact, he insisted when he accepted the headmastership that the student body not be limited to the wealthy who could afford the tuition. The scholarships were intended to democratize the student body, at least economically, if not — in those early years — racially and ethnically. The program was also intended to ensure that children whose parents suffered financial reverses could stay and graduate with their class.

Smith's sensitivity to students with financial need was likely sharpened by his own family situation. His father died when Smith was an adolescent, and he was educated at Harvard on scholarship.

Parent Grade Meetings

In the beginning, meetings with parents in groups according to their children's grade provided the basis of a relationship with parents that Mr. Smith considered so essential to a healthy school. The early monthly bulletins published by the Parents' Association give an indication of the many meetings which Smith must have attended each month. He considered the grade meetings the heart of the Parents' Association.

The meetings provided the opportunity for twenty to thirty parents to come together several times each year to "consider problems common to all the children in the group." Smith felt that it was the best sort of adult education because it provided the ideal conditions of true learning: when energies are focused on "a felt need."

The parent groups were small enough to promote free discussion but large enough to prevent them from becoming too personal. No votes or resolutions were ever passed; there was freedom from coercion. Smith felt that the discussions could provide background for individual parents, who could then make their own decisions. "The time for authoritarianism, either at home or at school is over," Smith wrote in a 1949 *Notes*, "Our modern world calls for the closest collaboration we can possibly give."

Often the topics discussed at these grade meetings dealt with curricular matters and teaching methods. It was not unusual, however, to take up rather sensitive issues such as parties held in the absence of parents and the use of alcohol. In 1948 the upper school students were getting very suspicious of these grade meetings, and Mr. Smith had to assure them that their parents weren't police. In fact, he addressed a special notice to the youngsters in one of his monthly essays in *Notes*, which he discovered they had been reading. The students feared their parents

would pass rules and regulations binding in each home, but Smith assured them the intention of the meetings was to search for "ways and means for working out a more successful and satisfactory method of conducting their relations with their children."

He suggested that grade chairmen open their ears for the most pressing problems. Possible topics suggested for middle school and upper school parents were allowances, automobiles, smoking, bedtime hours, help with homework, "going steady," open houses and social standards; for lower school parents such issues as discipline, habit training, remedial reading, concentration, teaching of the three R's, and training for honesty and courage.

Notes mentioned in its January 1950 issue that the tenth grade parents had discussed proper and safe regulations for driving automobiles; the third grade parents debated newer methods of discipline; and the kindergarten and first grade parents talked about building healthy attitudes toward reading.

The January 1954 issue had a brief article describing a project conducted by the senior class parents concerned about what employers looked for in young people who applied for positions. Four of the fathers, who were involved in businesses themselves, conducted a panel discussion dealing with this question. Not only the parents, but the seniors and also the faculty were invited to attend. When word spread about the coming discussion, interest became so great that people outside the school community asked to attend. Among them were an officer from Glenview Naval Air Station and several graduate students from the Northwestern University School of Commerce.

Not the widespread phenomenon it is today, adult education was one of the most positive aspects of the grade meetings. It provided, Smith believed, an opportunity for people to come together to deal with a problem which they all shared in common. At one point he had to remind the parents that when he referred to "adult education" it shouldn't be confused with Americanization classes, which was what adult education usually meant in those days. Smith gave the following advice in his article about the grade meetings in the January 1950, *Notes*:

> Certainly no grade meeting should be called unless there is a problem to discuss which is real to the parents of the grade. No parent should be urged to attend purely from a sense of duty to his child or from loyalty to the School, but rather because of the result to the parent himself and the help it may give him in learning to understand his child's nature and problems.

Smith suggested adopting some techniques used at the School of Social Studies in San Francisco, which involved reading certain books or articles together and then discussing them. Later in North Shore's history, periodic study/discussion groups of parents were based more or less on this model. What seems so commonplace since the '60s was experimental in those days.

Parent Committees

Perry Smith considered the parents as co-workers, not as observers and critics. He believed that they had intelligence and skills which would be valuable for making the School work and that their participation in the daily life of the School would lead to increased intimacy with their children. Parent committees were established which placed parents in the role of colleagues and collaborators with the teachers and administrators.

The parents came to the rescue in the autumn of 1919 when the opening of the School was delayed because of "difficulty in securing labor to put the buildings and grounds in shape," Smith reminisced in a 1944 *Notes*. When it became obvious that the School would not be ready in mid-September, the fathers, helped by their sons, gave up their weekends to work on the grounds. One of the most onerous of the jobs was cleaning out rubbish in the old buildings of the former Girton School for Girls. The mothers "put on Red Cross work uniforms packed away since the armistice" and washed windows and scrubbed floors. What made this activity rather noteworthy was that many of these families had maids and gardeners at home doing the kind of work which the parents were willing to do for the School.

There continued to be a House Committee for many years to beautify and improve the school buildings and grounds. The Volunteer Interest Sheet for the mid-80s, however, no longer listed this committee. For a number of years, Florence Weiss was in charge of furnishings for the Headmaster's house and other campus buildings, using funds allocated to her by the Parents' Association. In 1978 the Woman's Board developed the Master Landscaping Plan to beautify the campus in memory of Rosemarie K. Smith, wife of an alumnus and mother of three NSCDS alumni. Mrs. Smith (no relation to P.D.S.) had been president of the Woman's Board prior to her death. Mary Pick Hines '49 has been in charge of the landscaping project since its inception. The on-going maintenance of the School is now under the auspices of the Board of Trustees and handled by its Buildings and Grounds Committee under the care of George Mitchell, Director of Maintenance [1960-present].

Other committees of the Parents' Association, listed in a 1948 *Notes* and no longer in existence in the 1980s, were the Art Library Committee, the Faculty Teas Committee and the *Notes* Committee. The Art Library Committee cared for and indexed art books and framed and hung prints and pictures for special exhibits throughout the School. The Art Library was housed in the drawing room of the old Knollslea Hall (a Victorian mansion and oldest building on campus at the time) which was razed in 1960.

The Faculty Teas Committee was in charge of developing cordial and cooperative relationships between parents and faculty by sponsoring six teas a year in the Art Library. These teas were held on Thursdays after school. The *Notes* Committee was charged with the publication of the monthly bulletin. For many years Ruth Eldredge, mother of the School's third headmaster, George Eldredge '41, edited this bulletin. [The bulletin, established in 1938, was published under the title of

Notes until 1966, when it became known as the *School Bell*. In 1970 *School Bell* was superseded by *Country Days*.] The Publicity Committee was responsible for writing a column of school news regularly for the local paper. This job was taken over in 1953 by the School's first public relations director, Helen Joseph.

Other committees in 1948, in job description if not in exact name, were the Office, Costume, Lunch, Athletic and Morning Exercise Committees. The Steering Committee provided a liaison between faculty and new parents; it seemed to have performed the same function as the room chairmen in the '80s.

Prior to 1953 there was no professional librarian. The libraries of the School depended solely on the commitment of parent help, specifically that of mothers. Again, in 1960, with the sudden death of Mrs. Stephanie Wishart, the professional librarian who had been with the School since 1953, the help of the parents became crucial. Anne Burnham Strong '34, whose husband, son, and, later, great nephew all graduated from the School, took on the role of librarian from 1960 until 1969. Elizabeth Johnson, whose son and grandchildren graduated from the School, also was very important to the library. Parents used to say that for the work they had done, they deserved a diploma themselves!

School fathers were members of the Athletic Committee. They held periodic "smokers" (a sign of the times that would be gasped at today!) with Perry Smith and the physical education faculty. The committee's main purpose during the late 1940s was locker room improvement and, in the winter, operating the ice skating rink created in 1946 on the athletic field.

A committee was established in 1955 to build school enrollment. In a February 1956 *Notes*, Headmaster Nathaniel French described the committee, calling it the "Introduction Committee." Its purpose was to introduce the School to families whose children might become students. French pointed out that at one time this type of active recruiting was "unnecessary and undignified, but the school population was no longer stable." He noted that about half of the families were now moving out of the community every five years. (In those days a much higher proportion of the students came from Winnetka and the surrounding suburbs. In the mid-1980s the School was losing ten to twelve students per year due to change in residence.)

Statistics indicated, French said, that of the twenty students entering first grade, only one was left in tenth grade. (In the mid-1980s the number of "lifers," students who have come through the NSCDS system from junior kindergarten through twelfth grade, was five in 1985, three in 1986 and six in 1987, but none by 1989. [This was a fluke; in 1990 there were three again.] By 1990 the School still had a long-term relationship with many families in spite of the overall change in demographics.)

In response to Mr. French's concern regarding student recruitment, a series of living room meetings was held during the 1960s and a handbook published with the most-often asked questions, coordinated by school parent Virginia Lunding.

Living room gatherings, hosted by school parents, were again tried in the mid-1980s for prospective parents, but with very little success. Parents of the 1980s preferred to come to the School itself.

A Standards Committee was created during the late 1950s, which, according to Nathaniel French in the November 1959 *Annual Report*, wrote a booklet of recommendations to help provide a better social climate. A school parent of five children, Henrietta Boal Moore '33, remembered the often heated discussions among the parents on the committee. The most difficult problem between parents and their teen-aged children during the 1950s, she recalled, was the use of alcohol, especially at unchaperoned parties while parents were on trips. Mr. French pressured the athletes to deter the use of alcohol among their classmates, but many parents felt that was unfair. Besides, according to some alumni of that era, the athletes were among the chief offenders!

It was obvious that there was need for more parental responsibility, hence the establishment of the Standards Committee. The parent committee worked on the booklet for almost a year. Mrs. Moore felt the booklet itself was valuable; even more significant, however, was the contact among the parents as they tried to sort out the social guidelines with which they and their children could live. [Incidently, Mrs. Moore returned to the School in the mid-1980s to present a Morning Ex on her part in the Grey Panther Organization and its work to protect the rights of senior citizens.]

Parents' Association Activities

"Senior Stunts," an event of happy memory, was a performance created by the parents of the graduating class and presented each year during graduation week. It provided the perfect opportunity for the parents to "rib" their teenagers. The event took place as part of a senior luncheon held in the activities room, to which the seniors and their parents were invited. After lunch everyone would go to the auditorium where "Senior Stunts" and the "singing up of the classes" would take place.

The parents had spent weeks preparing their production. Some years the program was better organized than others. There were years when the skits had the finesse of a Broadway extravaganza, complete with parent-created lyrics to Gilbert and Sullivan music. Comedic creativity reached new heights with a film in 1964 produced by two school fathers, Francis Stanton and Jon Strong. The idea was picked up again in 1969 with another film by Susan Breuer and Margery Philipsborn. Both films were masterpieces of visual comedy. But after fifty years of such theatrical endeavors, "Senior Stunts" became too much. Given the pace of modern life, the parents of more recent years were overwhelmed by the amount of time and energy that went into its production. Taking its place since the 1970s was the Senior Barbeque. This was a more low-key celebration which continued one element of "Stunts," the slide program of the graduates' baby photos put together with comic commentary by the parents.

In addition to the committee work, there were a number of other activities sponsored through the years by the P.A. There was an attempt in the *Notes* of 1942 to establish a dialogue among parents regarding issues of concern. The proposal stated that:

> It might be very helpful at times if parents of older children who have passed through certain phases and difficulties meet about a "Round Table" with parents of younger children who are about to meet with these same situations. Through the medium of the *Notes*, the parents' publication of the School, it is hoped that this column will serve as such a "Round Table."

The first such column, titled "Round Table," dealt with the problem of allowance. The correspondents signed themselves "A Lower School and College Father," "A High School and College Father," "A High School and College Mother." There were only two more "Round Table" columns and then, unfortunately, a good idea disappeared from memory.

In 1955 there was a series of upper school parties sponsored by the P.A. and run by the Student Council. The parties were held in the old gym, the building constructed near the turn-of-the-century as part of Girton School for Girls and then demolished in 1963 to make way for the Art Center. These were the days when all-school parties and dances were held on campus. There was plenty of food and music; ballroom dancing was popular at that time. Many of the parents came, as well as most of the upper school students. Collaboration between the parents and students worked.

Continuing Educational Concerns

After the retirement of Perry Dunlap Smith as Headmaster in 1954, the grade meetings seemed to fade from the calendar, but there continued to be concern for parent education. Opportunities for learning became more formalized.

In October of 1955 a course entitled "Parenthood in a Free Nation" was offered to the parents. It was modeled after the study-discussion techniques developed by the Parent Education Project of the University of Chicago under a Ford Foundation grant. There were eight meetings, of two hours each, dealing with the essential characteristics of mature, responsible citizens of a free democratic society. The *Notes* of October 1955, said that the course included "basic concepts of human development and questions fundamental to a philosophy of education and child-rearing." Readings were suggested for each meeting. The faculty leader was David Jackson, head of lower and middle schools from 1954 to 1957.

In the 1975-76 school year, the Brown Bag Discussion Series was set up for parents and met once a month at noon on the North Shore campus. The purpose was to "familiarize parents with school philosophy and to offer professional speakers in related fields." Douglas MacDonald, the headmaster at the time, opened the series by addressing the topic of "Parental Guidelines at NSCDS." During the six-part

series, the Art and English departments gave presentations, and other sessions were led by experts in the field of psychiatry and psychology: Dr. Marvin Schwarz (psychiatrist and school parent), Alicerose (Sissy) Barman (lower school child development specialist [1984-present]) and Dr. Lenore Hartman.

In the lower school an Educational Volunteer Program was started by the parents in the fall of 1975. The renovation of the lower school kitchen was finished in November of that year, and the Educational Volunteers helped the kindergartners and first graders plan a Thanksgiving meal, prepared and served at School. Among the other activities of the Educational Volunteers that year were making early American costumes for the Christmas celebration and planning lower school Morning Exercises with a Bicentennial focus.

In the spring of 1977 Dialogue Meetings were started with Dr. Mary Giffin of the Irene Josselyn Clinic discussing "Values in a Valueless Society." The second meeting was held in February of 1978 when the parents discussed "What Do We Care About," based on issues raised by Dr. Giffin. The third meeting was in April, led by Dr. Derek Miller (a parent and chief of the Adolescent Program at Northwestern University). All sessions were held in the evening in the lower school music room. A similar education program was led by a parent committee under Jeannie Scully in the mid-1980s with periodic evening lectures for parents.

The Woman's Board

The society column of the now-defunct *Chicago's American*, an afternoon daily newspaper, printed a culturally-revealing description of the beginnings of the NSCDS Woman's Board on June 9, 1962, by Virginia Lee:

> Never underestimate the power of a woman — especially if she lives on the north shore!
>
> That you can't keep a good female fund-raiser down is being proved at this moment in the select northern suburbs, as the newly formed Woman's Board of North Shore Country Day School scurries about on its first business.
>
> This business is helping to raise enough money to construct an art center on the 16-acre campus. The goal? One million dollars in three years!
>
> North Shore Country Day — which was founded in 1919 by Perry Dunlap Smith, a descendant of one of the founders of the Chicago and North Western Railway — has always been male oriented.
>
> It never before had a Woman's Board — never wanted one. Then, in 1953, a North Shore mother, Mrs. John T. Pirie II, quietly started a "Treasure Chest" sale, which — in spite of the fact that antique toothpick holders were THE big feature of the sale — netted $2,500 the first year.

> The sale grew into a tradition and brought a few traumas along the way — most of them involving the first English taxi ever shipped down the St. Lawrence seaway.
>
> The girls imported the dowager-like little car to publicize one year's sale — soon found they had a prima donna on their hands. When one of the workers found herself — clad in Lily Daché hat and mink stole — pushing the pesky star down Sheridan Road in Winnetka, the girls decided they'd had enough.
>
> Last year they gave — instead of the sale — a "Time Off" party in Glenview Club. When even that turned out to be a smash of a fund-raising device, the school powers that be decided to dignify the girls with a title of their own — "Woman's Board."
>
> The happy femmes — whose first president is Mrs. Myron F. Ratcliffe — have their recognition. Now all they need is a million dollars!

Such an article is rather startling to read twenty-five years later. But the sense of fun and imagination of these women does come through. In November of each year, beginning in 1953, the Treasure Chest was sponsored by the P.A. Started by Milda Barker and Alice Pirie, this was an annual gift sale geared for Christmas and featuring Christmas cards, gift wrappings, gift foods, toys, books and children's clothes.

In the autumn of 1960 the Treasure Chest Sale was replaced by the "Country Fair." The chairman of the event that year, Margaret Ratcliffe, wrote in the October *Notes* that this was the eighth annual sale [but the first Country Fair], and that its purpose was to raise money for school needs not covered by available funds, for example, camera equipment, special stage lighting and new curtains for the auditorium.

By spring of 1962 it was apparent to the Board of Directors that this was a group of extraordinary women whose energy and ingenuity should be recognized and respected. Lawrence Howe, Jr, president of the Board, announced the establishment of the new Woman's Board, and Mrs. Ratcliffe was elected president.

The Country Fair, was, in turn, replaced by the Needlework Show, an elegant display and sale of hand-crafted needlework, along with a cocktail party, which took place annually during the 1970s and was run by the Woman's Board. By this time, the Woman's Board had become THE major fund-raising organization of the School. In 1980 the first of the annual Auctions was held; its success was beyond all expectations! The annual Auction continued into the late 1980s as a major event of the year, taking place at the end of February in the McCarty Gymnasium following the basketball season. By 1990 the women would have contributed over one million dollars to the School from the annual Auction alone.

Due to the enormous dedication and work of the Woman's Board, significant improvements have been made to all parts of the School; some of them include new audio-visual equipment for the Resource Center, energy-efficient doors and windows on campus buildings, total remodeling of the West Gym, refinishing the floor and painting the walls of the McCarty Gymnasium. Major contributions have been made to the Woman's Board Fund for Faculty Salaries in the school's endowment, ensuring future annual support as a result of these extraordinary efforts.

Continuing Parents' Association Projects

Membership on the Woman's Board in the early years of its existence was only twenty-four, each serving on revolving three-year terms; therefore, the Parents' Association (P.A.) served as an outlet for numerically larger parent participation. In the early decades of the School, the Association tended to be chaired by one of the fathers. Since the 1970s the leadership has come from the mothers, serving as co-chairmen (i.e., president and vice-president) and from the steering (for each school division) and grade chairs. By senior year the fathers were involved again, along with their wives, as grade chairs. In the 1980s there were fourteen committees, in addition to grade and division chairmanships, each with one, two or three members.

Costume Committee

The drama department still depended on the creativity and just plain hard work of the costume committee, which each year dressed its thespians. Mary Martha Beisel, Laurie Castle, Doodie Dammann, Vickie Weisenberg and Jean McClung, as well as others, have devoted years to this project, some well beyond the graduation of their children.

Country Fair

In the spring of 1979 the Country Fair was revived by Shirley Fuller and Sharon Cooper, the president and vice-president of the P.A. In the 1960s it had been held in autumn. In its revised form, called the Fancy Fair, it was held in May. Several years later, the name once again reverted to Country Fair.

Although the intent of the fair in the 1960s was to raise money, the parents, inspired by Fuller and Cooper, changed the focus to concentrate more on the creation of comradeship and good feelings among the school family. By 1983 food at the fair began to take on more importance. People were encouraged to bring their families for the day and to eat their lunch at the fair. In the early 1980s, a six-mile run was introduced (but discontinued after several years) and parent-child tennis tournaments and races were featured along with games of chance, used book and clothing sales, films for children, "moon walks," a dunk tank and the junior class car wash. The objective was to involve all members of NSCDS families, whatever their age. The Country Fair not only continued to be a popular event, but

also subsidized a faculty enrichment program yearly, funding experiences as diverse as attendance at a foreign language conference in Tunisia to learning about Native American ritual from a native medicine man in northern Ontario.

Computer Committee

In October of 1979 Eileen Donoghue, head of the math department, put out a call for parent volunteers to help with computer instruction. The Computer Committee now assists teachers with computer training in the lower school under the guidance of Carol Abelmann, first grade teacher.

The Breakfast Line

An experimental breakfast line was launched in the fall of 1979. The plan, instigated by a group of mothers, was to provide the students with an opportunity to buy a substantial breakfast during the mid-morning if they had run out of the house without eating or had simply "run out of steam" several hours before lunch time. (Prior to 1938, sandwiches were served immediately before Morning Ex everyday. When the custom was stopped in the autumn of 1938, one of the upper school students wrote to the editor of the school newspaper, "I miss the buns but not the expense.") The breakfast-line of the late 1970s served eggs, pancakes, French toast, cereal, sweet rolls and fruit during the first year of the experiment. By the second year the menu was reduced to cereal and rolls and by the third year was discontinued. The number of students taking advantage of the service did not warrant the labor involved.

Publicity Committee

Another project in 1979 was a publicity committee which took on the task of providing increased coverage for school events. In the desire to draw more parents to active support of the annual Gilbert and Sullivan operetta, a parent committee set up a dinner preceding the Saturday performance to give parents the opportunity to gather and socialize before the performance.

Parent-Student Dinners

Dinners for students and their parents have been important throughout the history of the School. In the early days when the Toy Shop was an annual pre-Christmas project, each grade had a designated dinner night; after dinner, parents and children worked together repairing old toys and making new ones for settlement houses in Chicago. In later years, long after the Toy Shop had ceased, potluck dinners continued to be held prior to other important school events such as the visit of Buckminster Fuller in 1972, the performance by the Berea Dancers in 1980, the lecture by A. Bartlett Giamatti (president of Yale University at the time) in 1985 and the first Interim Week Evening presentation in 1986 when high school students shared the results of their week-long projects with parents. Interim Week evenings have continued, some years including the dinner, some years not. It has also been the custom for several decades for a meal to precede the "Go-to-School" nights for lower and middle school parents.

Reflection on Parent Activities

The kinds of parent-sponsored activities through the years were an interesting reflection of the times as well as of the individual personalities of the parent leaders. Sometimes fund-raising events were emphasized; sometimes adult education. The importance of the latter through the years has been attested by the grade meetings, by evening and lunchtime seminars, and by a wide range of lectures which periodically brought nationally-known speakers to the School. It is obvious that community-building has been important in all of these activities. NSCDS is unlike most schools in the sense that it does not draw from one geographical community, and hence there has had to be more emphasis on building emotional community. As Perry Dunlap Smith emphasized, education can only take place in community, and the parents were, and continue to be, a critical factor in building that sense of family.

A National Model

In the November 1941 *Notes*, twenty-two years after the School was established, Perry Dunlap Smith wrote:

> Every year at this time I am moved to feelings of profound gratitude and admiration as I watch the various members of our parent body who have accepted posts of responsibility on the several committees of the Parents' Association swing into action.
>
> I know of no other school (and I see a great many every year) in which the parents seem to understand completely the value as well as the necessity of their active participation in the school's work. It is not a sense of obligation or duty which seems to motivate this. It is certainly not a sense of conscious virtue or charitable good works. Rather it is a conviction that parents and homes are necessary in the lives of growing children and are just as vital a part of their education as are schools and teachers, that children who miss either of those two elements have a serious lack in their lives, and that those who not only have both of these but have them understandingly and sincerely cooperating by sharing their responsibilities as fully as possible stand a far greater chance of growing into satisfactory individuals who will give as well as receive happiness in the common welfare of mankind.

So successful was his program of parent participation that The North Shore Country Day School was looked on nationally as a model of effective integration of parents into the education of their children. Former faculty member, Amy Cholnoky, discovered in the files of The Community School in New Canaan, Connecticut, where she was on the staff, that Perry Dunlap Smith was invited to lecture on "The Parents' Place in a School" by the Parent-Teacher Association in 1934. In the October *Notes* of 1942, Mr. Smith wrote:

> Only last year two Chicago schools [which] for years had been inclined to believe that collaboration between parents and faculty on the scale we have always practiced was not only unwise but impractical, invited us to show them how to start similar organizations in their schools.

In March 1951 a conference of the Secondary Education Board was held in the East at which Mr. Smith participated in a presentation on "Cooperation with the Parents in Regulating Social Life." The questions which were addressed were: "How can a school be of help to parents in formulating rules for students' social life? What responsibilities does a school have toward its parents and students in helping to provide and plan for a well-rounded and sensible social life?" Unfortunately, Smith's responses to these questions were never recorded.

In January 1985, *The New York Times* printed an article entitled "Schools Are Encouraging an Active Parental Role," by Stan Salett, senior associate and co-founder of the National Committee for Citizens in Education, based in Columbia, Maryland. The article emphasized the importance of the participation of parents in the wide variety of activities within the schools. What was considered quite radical in Mr. Smith's day has become an educational truism. Parental involvement in children's education is an idea which has now permeated the establishment.

In 1986 an expert in parent-school collaboration came from Washington, D.C. to serve as a consultant to the North Shore Parents' Association. As she described "parent peer groups" and presented the guidelines for effective meetings, it became evident that this was what Perry Dunlap Smith was saying fifty years ago when he described the grade meetings of the NSCDS parents.

It is clear that Perry Smith was ahead of his time in many areas of school administration but most particularly in his relationship with the parents of his School. The education of children was and is a mutual project depending on both home and school for success. It is obvious that, from the beginning, Mr. Smith respected the role of the parents as essential collaborators in the most important work either he or they would ever do in their lifetime — that is, educating their children.

The Alumni

In a school which emphasized the family to the degree that North Shore did, it was not surprising that by the 1940s and 1950s there were a number of second generation students, children of alumni. The alumni were themselves becoming school parents and were bringing an important perspective to the Parent Association and to the Board of Directors.

In the early years of the School, Perry Smith took great pride in keeping up with his graduates, often writing them personal letters during their years in college, and cheering them on in their early professions. But as the number of alumni grew, it became more difficult for the headmaster to keep in close touch.

Although there were only three students in the graduating class in 1920, within four decades there were some 1,200 graduates and by 1990 about 3,000 very mobile alumni who lived in forty-eight states and the District of Columbia in North America, as well as in Canada, Mexico, South America, Europe and in many other locales all over the world.

One of these alumni, Francis R. Stanton '27, himself a father of three alumni, a past president of the Alumni Association, twice Chairman of the Board of Directors, and in 1990 Vice President of Alumni Giving, remembered his close-to-three decades with the Alumni Association:

> One of my first tasks as a new member of the Board of Directors at North Shore in 1963 was to look into the alumni activities, and it was there that I got to know and work with Jean Talley. Among her many administrative jobs, Jean kept a record of all incoming gifts from alumni, as well as all the data on them that was available. It seemed to me that the same people were giving the same modest amounts year after year and receiving in due course an impersonal form receipt from the School. There was an Alumni Association in existence, and two editions of the Alumni Directory had been published.
>
> Another thing I noted was that there were a lot of alumni listed who were not actually graduates of the School, and in each case an "ex" stood before their class designation. To my surprise, a sizable number of the donors were "ex"-rated! Many of them in the early years had gone East to a prep school, as I had, for their last year or two before college. Jean agreed with me that there was an untapped resource out there, so we set about planning how to involve more and more of them in their old school — in most cases their first school. [Later, the "ex-" designation was completely removed to reflect this equality.]
>
> The old issues of the *Mirror* gave us a clue on our first of many annual communications to the alums, as it was there that we found untitled photographs of earlier classes and individuals involved in all sorts of activities. Perry Smith had not wished to have "star" status applied to any students, and it was this that ironically gave us our opening wedge. "Can you name these people?" we would ask as we sent out photocopies with the usual solicitation for the Annual Alumni Giving Drive. Our Gilbert and Sullivan was the best one, I think, but, in any case, the response was immediate and generous! By the end of the 1970s, we got out a new (third) Directory, and this time we omitted the "ex" designation. One of our alumni (Paul Loomis '56) wrote in that we were being too gentle in our approach. He sent us a drawing of a wicked-looking "Cookie Monster," beneath whose glowering countenance was the word "Give!", implying the obvious "or else!". We used it the following year with great success. We tried to mix a little competition between classes, as well as nostalgia, and all this worked well except for the mythical "Family Trophy." The Howes, like the New York Yankees or the Chicago Bears of old, turned this into an annual rout.

The reward for me in all this was the number of letters and notes I received from people I hadn't seen or heard from in decades! In the 1972-73 fiscal year we received just under $6,000 from only 153 donors, and in 1980-81 we received $34,560 from 557 alumni. So we were moving ahead. The incoming administration, under Richard P. Hall as headmaster in 1979, realized that one of North Shore's greatest needs was a Director of Development. Nancy Jones Emrich [Director of Development 1981-1992] came shortly thereafter to fill this position and created programs that included phonathons, out-of-town alumni meetings, reunions, class gifts and class representatives, to all of which our ever-increasing body of alumni responded wonderfully.

To confirm this, a total of a little over $180,000 was received from 862 alumni in the 1989-90 fiscal year! By this time my role focused on personally acknowledging these gifts as they were received. I kept Jean and Will Talley apprised of everything that came in, and they were as enthusiastic and encouraged as I was, even as their health was sadly failing.

From my own experience, the alumni of a day school have far deeper roots to bind them together than the alumni of a boarding school, primarily because of demography. At any rate, The North Shore Country Day School alumni are and will continue to be a tremendous asset to the School.

The Country Fair of the 60s was run by parents to raise money for school needs not covered by available funds.

Francis R. Stanton '27 and Jean Talley review (in the 70s) the record of incoming gifts from NSCDS alumni.

THE TWENTIES: A New Movement Seeks Expression

I believe that the school is primarily a social institution, education being a social process. The school is simply that form of community life in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the race, and to use his own powers for social ends.

John Dewey

Perry Dunlap Smith used the words of John Dewey, the philosopher of progressive education, to open the 1920 school catalog. The intent of Mr. Smith was to integrate the theories of progressive education with the format of the "country day" plan in response both to the parents' desires and to his own convictions. As he explained in the catalog:

> The children remain at school all day, making it possible for recitation and study periods to be distributed throughout the day, alternating with periods of gymnasium exercises and supervised out-of-door play. In this way, the child goes home from school rested and free from nervous strain. This is impossible where recitation periods follow each other in rapid succession. . . .
>
> With social activities as a center, a small community is formed, in which each member is encouraged to realize individual responsibility in the life of the larger community.

Later generations saw The North Shore Country Day School as a whole, complete with its methods, its purposes, its students, teachers, buildings, budgets and traditions. The day it opened, the School could not have been seen whole from any point of view, and its fixed attributes were neither fixed nor attributes. All that came together on opening day was a group of people with good intentions, some of whom had a dream. The story of North Shore in the twenties is the story of how that dream was built into a reality, and the hero of the story, the architect of the reality, had to be the headmaster.

To begin, the headmaster needed a student body, their parents and a faculty — all of whose enthusiastic collaboration he must arouse in order for the School to take shape. Standards of admission and attendance had to be set, levels of tuition and expenditure had to be brought into balance, a daily and yearly schedule had to be matched to the classrooms and faculty available. Once this foundation was in place, the headmaster faced three major creative tasks: first, he must outline a coherent curriculum from kindergarten through high school, a curriculum which skillful teachers could enrich by progressive methods and which, at the same time, would qualify students to enter the colleges of their choice; secondly, he must somehow call into being a spirit of place, in other words a sense of community; lastly, and as a result of success in the first two tasks, he needed an expanding

plant, buildings and land adapted to all the curricular and extra-curricular activities which would evolve as the dream became a school.

The original daily schedule for students from grades seven to twelve was from 8:30 a.m. to 5 p.m. Younger children were dismissed earlier: fifth and sixth grades at 4 p.m., fourth grade at 3:40 p.m., third grade at 3 p.m., first and second grades at 2 p.m. and kindergarten at 11:30 a.m.

Attention to Health

The health of the children received considerable attention in the early school; this was integral to the progressive philosophy. The 1920 booklet pointed out, "the school believes a healthy body is the first requisite of an active mind." Three times a year each child was given a thorough physical and medical examination. Every morning the school physician checked each child in the lower grades along with the headmaster who shook each child's hand, a custom which lasted into the late 1960s.

Special attention was given to those youngsters who were underweight. An alumna of the Class of '21, Christine Baumann Collins, remembered her senior year:

> . . . a foundation that was concerned with underweight students put a program into NSCDS [under the supervision of Dr. W. R. P. Emerson, the noted health specialist of Boston at that time]. I was the only junior or senior underweight enough to have to join their program. I had to eat graham crackers and drink milk in the middle of the morning and afternoon, and — horrors! — had to take a fifteen-minute nap and was not allowed to play basketball until I had gained sufficient weight!

An entire issue of the school newspaper in May 1922 was devoted to health, stimulated by National Health Promotion Week started several years prior. Many of the younger grades contributed articles.

Grade four offered "The Rules of Health for North Shore," which included the rule to open one's window at night; and, if there was only one window, to open the top as well as the bottom. The fifth grade had an article on posture and included the class outline of health education which advocated, among other things, the following: "jump out of bed upon awakening in the morning" and "wash head and scalp once every three weeks."

The seventh grade wrote on sanitation in medieval towns and the eighth grade on the eye. The editorial supported the fifth grade in its emphasis on good posture.

Recollections of Charles Haas '31 include the key role of "Doc" Anderson [P.E. 1920-49] in the boys' health education from seventh grade through high school. Haas recalled:

> There were three indelible imprints he left on me. I take a shower ever day, and it always ends with a cold shower; no doubt the original reason was that after football, we went out into the cold to walk home, so after getting clean in a hot shower, a cold shower closed the pores — but I still do it. I am very self-conscious about dirty fingernails, and now that I do all my own gardening, I give a lot of time to Doc Anderson Memorial Nail Cleaning. Lastly, a clean handkerchief is a must. . . . In the seventh and/or eighth and/or ninth grade, Mr. Anderson gave a course to the boys in human anatomy and physiology — centered about various "systems": the circulatory system, the digestive system, the nervous system, the respiratory system, the bony system, glands, muscles and so forth, and culminating in the reproductive system, male and female, and exactly how it functioned in real life. This was not a course in standards or conduct — Perry Smith attempted to deal with that in later grades — this was strictly an introduction to the human body. If there were any standards discussed, they were standards of hygiene.

The 1920 School catalog assured parents that all pupils above kindergarten were served a hot luncheon under the direction of a dietitian, helped by the volunteer committee of mothers. The first grade ate at small tables in their own building while the rest of the youngsters ate in the lunch rooms in Knollslea Hall until 1924 when the new lunch room was built on the lower level of the new gym. Grades seven through twelve had separate lunchrooms in Knollslea, one for girls and one for boys, and when the new lunchroom was ready, boys and girls, much to their chagrin, were assigned to separate sides of the room.

An editorial in the School newspaper, *The Purple and White*, of March 18, 1929, protested:

> This is a coeducational school — yet the very minute a group of boys starts to sit on the designated girls' side of the lunch room, they are hurried back to the opposite side. May I ask why? A few years ago, the habit grew up of boys and girls eating together — yes, actually at the same table. They were perfectly gentlemanly or ladylike, as the case demanded. None of those people have grown up to be sinners or murderers. As a matter of fact the lunch table talk was even raised to a higher standard. As long as it is a coeducational school, it's hardly necessary to have certain districts for each sex to roam in with their lunch trays.

Shortly after that the boys and girls were again eating with each other in the lunch room. Perry Smith was experimenting with the most effective way of mixing the sexes in a coeducational school. He would write a great deal about that later.

Other Advice for Parents

Parents were also assured in the 1920 catalog that "the motive of athletics is to build a foundation of health that will last through life." Exercises for each child

were determined by the physical exam given at the beginning of each year, and children who needed corrective exercises were taught them. For the sake of freedom of movement, practical and simply-made clothing was advocated. "A cape has been found to be most serviceable for use when going from one building to another." [Alumni memories of Mr. Smith himself were of his tall figure striding across campus on cold winter days wrapped in his heavy wool army cape.]

The 1920 booklet also cautioned parents:

> . . . the teaching of the proper methods of study by actual instruction in the classroom is one of the chief aims of the school. . . . The parents are earnestly requested not to do any part of the child's homework for him.

Tuition Information

The first schedule of annual tuitions was printed near the end of the 1920 catalog. Kindergarten was $125, first and second grades, $200; third and fourth grades, $250; fifth and sixth grades, $300; seventh and eighth grades, $325; and high school, $350. In the next seventy years the tuition would increase over 2000 percent! [In those days a live-in maid could be hired for a Winnetka household for $18 a week. A small three-story Winnetka home could be purchased for $7500-$10,000.]

In addition to tuition, according to the early school catalog, each pupil was required to have $25 deposited to his account in the school "bank." The students were taught how to write checks on the "bank" to pay for books, school supplies and lunches. Arthur Cox, Jr. '37 recalls the children used the account only for school supplies, not for books. His memories include going to the school store located on the first floor of Knollslea Hall and periodically balancing his checkbook, an important exercise in math.

Curriculum

The study of French began in the first grade, according to the catalog, and continued all the way through upper school, although Chuck Haas '31 remembered French in his kindergarten class:

> In the fall of 1919, five-years-old plus — my birthday is in November, I entered The North Shore Country Day School Kindergarten. Our teacher's name was Miss Kee, and we studied French. Miss Kee's name may seem unimportant, but it belongs in the record as a monument to Sex-and-the-Six-year-old: in my eyes she was Miss Winnetka of 1919, and I loved her with all my heart until the summer she ran off and got married to someone else.
>
> Our kindergarten study of French came right after World War I; things French were *de rigueur*. Also, someone had observed that infants could

learn complicated languages like Navajo or Ashanti or whatever they happened to be born to. So the Kindergarten studied French: we sat in a circle and counted, each of us saying one number. Unfortunately, Miss Kee could not have been as bright as she was beautiful, because our seating order, on some principle (like keeping the peace), was invariable. I was always *"cinq."* At six, I learned "cinq" rather quickly, and I have never forgotten it. Often since then, in Paris, while strolling down the Rue de Seine shopping for *fraises des bois*, I have overheard a Frenchman ask his companion, *"Ou est la plume de ma tante?"* I'm always tempted to tap him on the shoulder and whisper, *"Cinq."*

Looking at the 1920 booklet, one notes that in many ways the curriculum outline looks like that of today, but a few differences are worth mentioning. History and geography are listed separately, history beginning in first grade with the study of farm life and Eskimo and Indian life, and geography beginning in third grade with industries and physical geography. In spite of being listed separately in the curriculum, there was an attempt to coordinate geography with history and to build a culture-centered focus for each grade: the Vikings in the third grade, the Greeks in the fourth, the American colonists in the fifth and the Europeans in the sixth.

Chuck Haas' memories continue:

The following year (1920-21) came the first grade which in those days was where everyone learned to read. However, I had long since learned to read by playing anagrams with my grandmother, so in the middle of the year I was promoted to second grade, thereby happily becoming a member of the wonderful Class of 1931.

One event of possible interest preceded my promotion. At his new School, Mr. Smith was establishing the custom that there should be an all-school Christmas program including a first grader reading Luke 2:7 through Luke 2:19. For Christmas 1920 I was chosen. At the time I assumed that this distinction came because Grandma and the anagrams had made me the best reader. Later I sometimes thought that perhaps Mr. Smith, who was deeply moral and deeply religious in a non-sectarian way, had a hand in the selection, hoping that any prejudiced members of the community would be moved by hearing the news from a cute little collateral descendant of the bewildered mother in the stable.

The second grade teacher was Miss Lillian Griffin. She made us feel she cared about us — even long after we left her class — and my recollection is that we learned a great deal. As our "core curriculum" we studied early Chicago, and we built a small model of Fort Dearborn. While teaching us local history, Miss Griffin also taught us how to use the library and to work out simple problems in the actual dimensions of Fort Dearborn. Then she taught us how to reduce those dimensions (for example, on a scale of 1/2 inch equals one foot) so as to plan the proper layout of our accurate tabletop

> model. This seems worth recording because to me it represents "progressive" education at its best: the teacher carefully plans for the students an extended creative activity which will lead them to expand — to need and want to expand — their knowledge of history, English and mathematical theory while at the same time building something with their hands.

It is obvious in looking at an old school catalog that there is a world of difference between the sterile description of a list of courses and the drama of a culture-centered curriculum branded into the memory of an impressionable child like Chuck Haas:

> [I am remembering] the Thirty Days War of 1923. . . . In the spring of that year, Miss Hale had the fifth grade reading *Treasure Island;* to make it memorable, she buried a treasure somewhere on the campus and hid cryptic clues in odd places. The fifth graders carved themselves wooden cutlasses and spent their recess time hunting the treasure.
>
> The fourth grade, under the entrancing Mrs. Sands, was reading the *Iliad* and had made wooden Greek swords and cardboard or tin shields. We of the fourth resolved to find Miss Hale's treasure. From then on during recess and after school, the campus became the windy plains of Troy as short sword battled cutlass, and the tide ebbed and flowed between grey West Hall and the pine trees along the hill above Green Bay Road. I don't remember who found the treasure, but I remember our Diomedes and Odysseus, our Ajax and Achilles, their Ben Gunn, Jim Hawkins, Squire, and Long John Silver. . . .
>
> The sixth grade was taught by a second Miss Griffith, elder sister of the redhead who had the third grade. My chief recollection of that year is that we all chose businesses (mine was school supplies) and were open for clientele at a set hour or two each day. We did our own buying and pricing and had to keep a journal and a ledger for Miss Griffith's inspection. This remains alive in me because, although math was never my preferred subject, I can keep double-entry books, read balance sheets and spread sheets, and rapidly perform addition or subtraction in my head. Thank you, Miss Griffith.
>
> Now we come to seventh and eighth grade, the age which cannot sit still for an instruction period of forty-five minutes. I am not sure, but I think it was in seventh grade (still in West Hall) we had a Mr. Carlson who solved the problem of keeping order by reading us Thorne Smith's *Topper;* obviously better than ritalin.
>
> In eighth grade (I think) these problems crested in Miss Babcock's music class. We had perfected a system of humming — mouths closed, no visible culprit — which filled the room with sound and drove teachers insane. One day Mr. Smith appeared. We would not waste any more of Miss

Babcock's time. Instead of music we would study military drill out by the flagpost. And we did. (It is pertinent here to note that the sexes were then temporarily separated at middle school level. The reasons were various, including the fact that seventh and eighth grade girls mature and grow more rapidly than boys.)

The military drill, led by PDS, had its sequel. Spring that year was rainy and muddy. My best friend was Ted Gerhard who lived in the (then) Episcopal Parish House at the southwest corner of Linden and Oak across from the public library. We'd walk home along Forest, Willow and Linden. One day we came upon two classmates, George Hale, who lived on Willow, and Herman Butler. A mud fight ensued. Ted and I won by superior tactics. We decided to extend operations and organized the MSA (Mud Slingers Association) which utilized our military background. After school we drilled and developed maneuvers of attack and defense. Francis Moore contributed the command "Wither" (unknown to Col. Smith) which caused everyone to drop flat. We reached our imperial apogee the day we used recess to drive either the ninth or the seventh grade completely off the campus; classes had to be suspended while the refugees were rounded up. After that I think Mr. Smith sent us back to music, which, I suppose, he felt had charms to soothe the savage breast.

Mention of our early route home along the west side of the campus calls to mind an episode which illustrates Mr. Smith's profound moral concerns. One day, at about this era, Ted and I came upon a stretch of freshly relaid sidewalk on Willow between Forest and Linden. Naturally, we put our initials on it. Mr. Smith must have walked that way to the village because he saw the identifiable EAG and CFH. He called us to his office, told us that the workmen who had laid that sidewalk clearly took great pride in their skill: they left a beautiful, smooth, well-finished job, and we had messed it up. He sent us to a nearby stretch of Willow, where another piece was being repaired, to find those workmen and apologize to them. We did so. Neither of us ever forgot the experience or what Perry Smith said.

At some point between seventh and ninth grades we moved into the newly-built Dunlap Hall and made the transition from being a class in a classroom to shifting from room to room and teacher to teacher. . .

Along with the French and the Greeks, *Treasure Island* and *Topper*, music and military drill, each student also had "hand work" every year, a curricular component from first through twelfth grades. Arthur Cox '37 remembered that the lower school shop was conducted in the basement of Eliott Hall.

On the west side was the shop, presided over by "Dutch" Anderson [1924-30 — brother of "Doc" Anderson]. "Dutch" used to have his shop classes line up outside the north door of the shop. When all were assembled, he would open the door and ask us to "March in and form a line around the second bench!"

If my memory serves me correctly, there were four double (two-sided) work benches, two at the north end of the shop and two at the south end. The center of the shop was somewhat narrower and the east wall featured a very orderly rack for woodworking tools — quantities of hammers, chisels, planes, hand saws, drills. Along the west wall there was an outside door to a concrete stairwell. To the south of this was a table saw. And I believe the shop was also equipped with a band saw. These were operated only by "Dutch" and a very small number of qualified students. [Chuck Haas remembered there was also a jig saw.]

"Dutch" used his "second bench lineup" to give us our instructions for each new project. Then we would go to one of the two-sided work benches and try to emulate whatever prototype he had shown us. I remember making small weavers' looms and birdhouses, but he had many other such projects for us.

I believe we alternated each semester between shop classes (usually twice each week) and art, under Mrs. Bacon.

The shop classes focused primarily upon woodworking and wood finishing. There may have been some mechanical tools but they were used primarily for screws and bolts in woodworking projects rather than for mechanical training.

Chuck Haas '31 remembered his wood shop experience in his seventh and eighth grade years:

The wood shop was not where I shone. Perhaps my small muscle coordination was slow to develop, but in any case my boats never came out as well as Jamie Odell's. (The projects were so devised that we learned to handle the tools one by one; the only tool we were forbidden to touch was the belt-driven table saw.) When I collected too many books for my bookshelves at home, my mother said that if I wanted the books, I should provide the shelves. I have done so ever since to this day. Our house contains books and records and CDs covering many walls; all on shelves I built. In addition, the house holds four bureaus and two desks of my design and manufacture; also built-in storage cabinets, floor to ceiling kitchen cabinets, re-upholstered chairs, and so forth. All thanks to NSCDS. . . . We learned to make scale plans (and blueprints) in three elevations; and one year when an incinerator was needed at the back of Dunlap, we learned to mix concrete. Useless? Not at all: when the decking by my pool fell into disrepair, I had no need to pay anyone $20/hour to fix it. Thanks to Mr. Bollinger, I knew how.

One semester of seventh or eighth grade science was devoted to the ordinary appliances of contemporary life. We learned to repair toilets, leaky faucets, plugged-up gas burners, light switches, wall switches, lamp wiring, et cetera. I can handle simple roofing, electrical and plumbing

problems without calling for help. Unfortunately, we never worked on refrigerator compressors or internal combustion engines. There was no metal shop. Nevertheless, we learned to find our way about in a world of machines and devices without always needing to hire a guide.

In the upper school "hand work" consisted of art, printing and shop. The print shop was very busy in the early years, producing such publications as the 1920 yearbook *Leaves* (the following year the yearbook becomes the *Mirror*), the 1920-21 school catalog and the early issues of the school newspaper.

In grades eight and nine, cooking was added to the other three "hand work" courses. (When Lewis and Margaret Taylor joined the faculty in 1925, cooking was taken by the girls as "home economics" and taught by Margaret.)

According to the early catalog, the history sequence for the upper grades included the following: eighth grade — history of the American people; ninth grade — current American problems; tenth grade — ancient history 5000 B.C. to 800 A.D. ("emphasis on manners, customs, literature and philosophy"); eleventh grade — English history ("emphasis on present times in relation to English life and government"); and twelfth grade — world history ("special emphasis on movements and customs"). The only upper grade to have geography specified on the curriculum was seventh [in the early days seventh and eighth grades were part of the upper school], and the course was on Asia. Also taught in seventh grade was a history course on "Our Ancestors in Europe." It is not clear whether there was any attempt to connect the two courses.

The upper school sequence in math was as follows: ninth grade — algebra; tenth grade — geometry; eleventh grade — no listing; and twelfth grade — review of algebra, "1/2 yr. geometry, 1/2 yr. trig." [Calculus and Statistics will not be added until the 1960s.] The science sequence included hygiene in ninth grade, general science in tenth, physics in eleventh, and both chemistry and economics in twelfth. Foreign language for all four years included both Latin and French, and many students took both of them simultaneously in the early years.

The sixth graders in the 1923 *Mirror* wrote about combining history and geography into a course they called "histography." They planned the ideal colony that year as though they were the only people on earth. In order to do this they "decided to study most of the civilizations, such as Egypt, Babylonia, Syria, Chaldea, Phoenicia, Greece and Rome, so we could find out what we should need for our colony." They made models of Egyptian temples, obelisks, the sphinx, and pyramids and gave them later to the lower school museum.

Raising sheep on the campus for several years during the mid-1920s became part of the curriculum for the second grade. It was at a 50th year reunion for the Class of 1936 that Hubie Howard '36 recalled caring for the sheep on the grounds of the School. Sure enough, the *Mirrors* from 1923 through 1926 record brief comments from the second graders about "Frisky" and "Woolly," a ewe and her offspring lamb. The children would shear the sheep each spring and spin the wool.

Perry Smith himself became embroiled in a zoning conflict with the village of Winnetka over the building of an animal shed. On September 20, 1926, he wrote a letter to the Board of Appeals:

> Gentlemen:
>
> As part of our curriculum in the lower school and to further the study of Natural Science, we wish to construct a shed to house certain small animals at varying times. These animals may be a sheep, a goat, rabbits or chickens. Inasmuch as the children care for these animals themselves, we should like to have the children construct this shed.

The permit was denied, pending a complete plat of property and new location and proper drainage. Four days later Smith wrote to a parent on La Salle Street to enlist his aid:

> Dear John:
>
> . . . I want to ask a favor of you in your capacity of President of The Village. As you know, each grade in the Lower School keeps some kind of an animal as part of the work. These are rabbits, guinea pigs, ring doves, and an ewe and her lamb. We have for some time planned the building of a miniature farm to house these pets, and last year constructed a corral for them on Elder Lane. This year we wish to build a shed to shelter the sheep and the goat (if we get one). Mr. Bollinger, our shop teacher, drew plans for it, but received word from some authority at the village hall that this could not be built because of the Zoning Law.
>
> Now really, John, this is a bit too thick. You remember that my own house is in a Class A residence district and that the village did not hesitate to build not only a shed adjoining my property, but a whole utility yard where horses are kept as well as tar wagons and steam rollers, and also that the dog pound flourishes there so that the children are edified by seeing dogs shot quite frequently. The Zoning Law did not object to that. Why should it object to the building of this miniature barn fifty feet from the property line and hidden behind the existing green plank fence?
>
> I would appreciate it very much if you could let me know whom to see about the matter, or if you could help me out in any way.

According to the History of Zoning Cases from the village records, the request was denied. But other permits for building were granted.

Building Community

Building a school, however, is more than constructing buildings; it is creating community. And at that, Perry Dunlap Smith was a master. This was probably the

major reason for his success as a founding headmaster. From the very beginning he had established close rapport with the parents. The teachers, too, recognized he was one of the them; he handled courses as diverse as math, ancient history and dramatics in the early days of the School. In fact, he continued to teach a course, entitled Social Standards, for the rest of his career, even after he retired as headmaster in 1954. He also recognized the importance of establishing rituals and traditions from the very beginning. Morning Exercise was instituted as a daily ritual, a time for the "family" to come together to share what they were learning or had experienced, or to learn something they ought to be aware of about the outside world.

Morning Exercise Program

Morning Exercise is explained in the booklet as a period each morning when the classes come together. "At this time, whatever has been found to be especially interesting or worthwhile by any group is shared with the rest of the school." Elsewhere, Smith called Morning Exercise "the Headmaster's class," as important to the education of the child as classes in English, mathematics or science.

Smith had brought the Morning Exercise idea with him from the Francis W. Parker School where it expressed an essential part of the Parker philosophy. In 1930, Parker School published *The Morning Exercise as a Socializing Influence*, a description of its theory and practice.

In the foreword to the book Parker, himself, explained his rules for Morning Exercise, a meeting of the entire school for twenty minutes daily:

> . . . nothing extraneous to the intrinsic movement of the school . . . no attempt at show or mere exhibition . . . representing every class and grade . . . all preparation made with care and deliberation . . . using the best literary and art forms. . . .

Many examples of "Morning Ex" were described in the book: those celebrating national or school holidays, those relating to class work, those emphasizing school unity such as town meetings and those bringing in outside guests. Parents were encouraged to contribute their experiences to the school community through Morning Ex.

The North Shore Country Day School picked up the custom intact, and faculty members in the early years were responsible for a certain number of Morning Exercise presentations each school year, at one point as many as eight. Moreover, each child in the school was to have at least one involvement in a Morning Ex every year.

In order to safeguard the students from an attitude of exhibitionism, no clapping was allowed unless there was an outside guest. This was a custom that didn't

survive into the 1970s and 1980s when even the general announcements elicited applause.

Morning Ex offered an excellent opportunity to bring world issues to the student consciousness. At Thanksgiving time in 1921, the seniors were in charge and decided to present a pageant to celebrate world peace. The following year, 1922, on Armistice Day, guest speaker Captain Ernest Ballard described how American soldiers in France felt when the Armistice was signed.

During Morning Ex time on holidays, parties were held. Valentine's Day gave the lower and upper schools the opportunity to come together for a celebration in the gym. Parties were held as well at Halloween and Christmas time. The Santa Claus party, one of the inheritances from Parker School, has survived almost intact for close to seventy years.

One of the main purposes, however — to display the Toy Shop results — is no longer the case. The Toy Shop (the parents and their youngsters working together each December to repair old toys and make new ones for distribution at Chicago settlement houses) will go out with the 1960s. Wrapped gifts will be brought by the students during the 1970s and 1980s and continue to be distributed to the less fortunate.

Morning Exercise also gave time to various classes to share knowledge. The sophomore boys' Latin class in 1923 compared Caesar's army with that of the Americans. French classes gave plays in French. Chuck Haas remembers being one of the judges in "Jeanne d'Arc." "My best girl was Jeanne; when she pled, 'Pitie, mes juges, pitie!' I could hardly bear to condemn her." Frances Sands and her fourth grade class presented a Greek Thanksgiving as part of their Greece-centered curriculum.

Current events programs were frequent. Those were the days before television news. Haas recalls:

> There were more extensive single issue programs. I worked on a presentation of the pros and cons of Boulder (now Hoover) Dam in the mid-twenties. Also we had pre-election campaign presentations in 1924. In those days there were only Republicans in Winnetka. I was the only "Progressive" in the class, so I made the speech for LaFollette; George Hale was the only Democrat, so he spoke for John W. Davis. I don't remember who spoke for Coolidge. . . . Mr. Smith also introduced non-military heroes to speak at Morning Ex — for example, Helen Keller and Admiral Peary's companion, Captain Bob Bartlett, of North Pole fame. . . . There were no blacks in the School, probably not even in the town (domestic help tended to be Norwegian at that time), so Mr. Smith several times brought the Tuskegee Institute singers to sing spirituals at Morning Ex. . . . Town Meetings for student government elections, issues and reports were held during Morning Ex.

Lew Taylor (math 1925-64) wrote of the values he saw in Morning Ex:

> It gave practice in organizing material and explaining it. It gave practice in speaking in public. It gave knowledge of the whole School — what was going on. It gave a feeling of the life of the School — the heartbeat.

During the early 1970s the number of Morning Exercises will be reduced from one each day to three a week. In the late 1980s teachers, especially those with public school background, will continue to challenge the validity of Morning Ex, feeling that it takes away from classroom time, and will seek to reduce the number further.

Moreover, in later years Morning Ex will tend to slip away from the heavy proportion of student-originated presentations and toward more appearances by outside guests. The attitude of the students will shift from one of sharing knowledge and experiences with each other to that of sitting back and waiting to be entertained. By the late '80s, however, there will be a attempt to reverse that trend by encouraging more student presentations again.

Fall Traditions

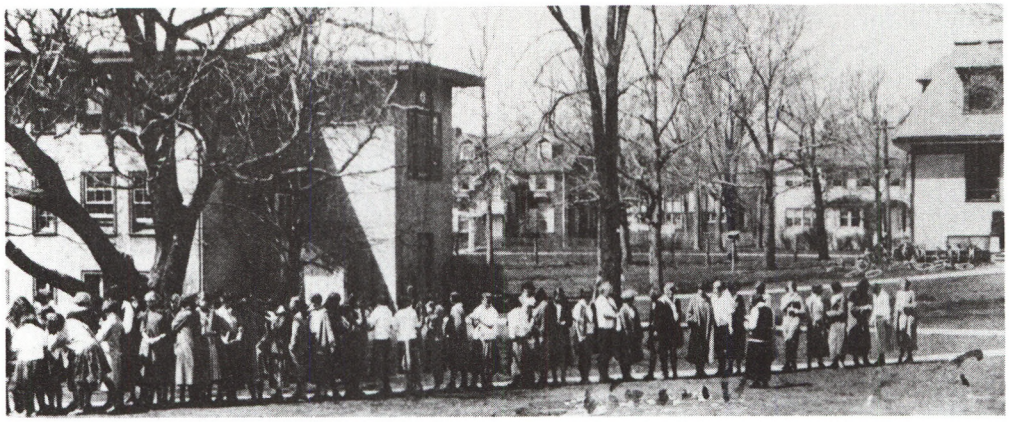
Fall traditions instituted during the twenties included a picnic on the beach of Lake Michigan for the faculty, usually at the end of each September. In 1922 the entertainment at the picnic was singing by Perry Smith and Nina Babcock (music teacher 1922-30). When those picnics ceased is lost in the haze of memory.

In early October there was a Vacation Fair Day. Louisa May Greeley (girls' physical education teacher 1921-28) kept a log from 1922 through 1924 and indicated that on these Fair Days "dogs barked from every tree." The event offered the students the opportunity to show and tell what they did during vacation time. A 1929 school brochure explained that:

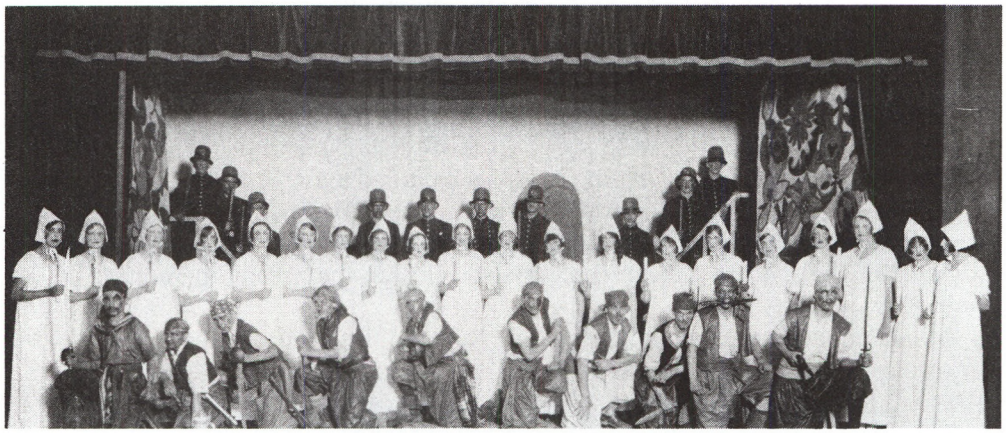
> Each child in the Lower School is expected to complete at least one worthwhile project during the summer. This work may be anyting from the building of a boat or the care of flowers, to the keeping of a report of summer reading or a book of snap-shots. Evidence of this work will be exhibited at the Vacation Fair shortly after the opening of School.

It must also have been a time to bring pets to School. Each class had a booth with a display of vacation activity. Virginia Deane '41 remembers her fourth or fifth grade during the 1930s when her contribution to the Vacation Fair was a self-cured porcupine skin.

At least one year during the 1920s — 1924 — a Dig Day was held in the fall, although it was typically a spring event.



Students line up for Morning Exercise. Eliot Hall is behind them.



The Gilbert and Sullivan opera tradition began in 1924 with The Pirates of Penzance.

In 1925, the Opera Club put on The Gondoliers *in the old gymnasium.*

West Hall (in the 20s) served many purposes until it was demolished in 1937 to make way for the lower school building.

Iolanthe *was the third opera and was presented in 1926.*

The new auditorium provided a large stage for the 1927 production of Patience.

Winter Traditions

Winter traditions started with the Toy Shop in early December. In the very early days, during the 1920s, the students worked during their spare time in the Toy Shop repairing old toys brought in from home. In the 1930s the parents became an integral part of the Toy Shop, joining their youngsters on an assigned night to work together, making new toys as well as repairing old ones. Often the workshop nights began with a dinner at the School for individual classes and their parents. By 1960 the parents were only working with the lower school youngsters, on a Saturday, not at night as in the old days. The Toy Shop, unlike the Santa Claus party, did not survive into the 1970s and 1980s.

For many early years a Christmas play was given annually by the eighth grade and, by the mid-1930s, the ninth grade. Often it was one of the English Coventry plays but sometimes a play written by students. By the 1980s the Christmas play was no longer enacted, but Hanukkah and Christmas music continue to be presented in a Morning Exercise concert each year, ending with "Silent Night" sung in darkness from the front lobby, a custom that started in the old gym of the early 1920s.

Vaudeville began in 1924. Each homeroom was charged with coming up with an act. Proceeds went to the Student Council to finance its budget, and for many years the Council paid the athletic referees out of the Vaudeville profits.

Lew Taylor remembers the role of the faculty in Vaudeville:

> The faculty was expected to help by producing at least one act for the show, as well as by being available for coaching or advising student acts if asked. Some of us were not too qualified for helping. At one point in a faculty act I was to come dancing in to the music to introduce Perry who was to sing a solo, but my Quaker ears and feet were a half beat behind, and that threw Perry clear off. That really brought the house down!

But perhaps more than any other tradition, the Gilbert and Sullivan opera has created a sense of community across not just years but generations. Who cannot help but feel a bond with a youngster singing the same role you or your classmate did, even if fifty years have passed? The tradition was started in 1924 by Perry Dunlap Smith, who loved to sing, and Nina Babcock Bailey, one of the earliest music directors.

Lew Taylor remembers:

> The Gilbert and Sullivan opera tradition was going strong when I joined the School in the fifth year of its existence [1925]. During the forty years that I was around, the G and S opera was given every year but one, and I never got tired of them. The spontaneity, lightness, humor, and fun of the Gilbert stories, and the appropriate but good music that Sullivan put with them, seemed to speak to and involve the high school age — and also, most

of us ordinary mortals. The experience of singing and acting in those still-popular works of art has been an important stepping stone in the development of many successful professional musicians. What with staging, costuming, make-up, business management, tickets, programs, ushering, as well as the singing and acting on stage — the G and S opera was expected to be, and it was, a full high school production.

The first opera to be tackled was *The Pirates of Penzance*. Louise Badgerow Dow '27 remembers herself as a fifteen-year-old ninth grader at the time:

> Perry Smith and Miss Babcock, our music teacher, announced that the school was going to give an opera . . . and anyone wishing to try out for it was to report in. I had a very high, rather strong voice at that time and as a lark, I decided to try out. To my utter astonishment, I won the female lead, and the male lead was given to a senior. We worked and rehearsed diligently for several weeks and I was in seventh heaven. Just two weeks before the performance, Mr. Smith asked me to come to his office. I remember so clearly his sad expression, and hesitant but stern voice as he said, "Louise, I hate to do this to you, and to the show, but we have to take you out, because you are so far behind in your studies that you will never pass the year unless you spend every moment studying from here on in and our only choice is to put Jane Sutherland (a senior) in your place."
>
> I was a poor student, and my heart was really only in athletics and the arts, where I excelled, so — needless to say — the whole world dropped out from beneath me, and my ego was torn to shreds. The next two weeks in study hall I listened to the group rehearsing while I sat staring into space and crying inside until my heart would break — and study or concentrate I could not.
>
> The big night came and, sitting in the audience listening to Jane, a wonderful realization came over me. Jane was a shy, quiet, rather plain girl — but that night she shone like a real star, and people loved her and began to notice her for the first time. As a senior she deserved this new confidence and popularity, and I was happy for her.
>
> A few weeks later Perry called me back to his office and said, "Louise, had I known you were going to flunk out of ninth grade anyway, I would never have taken you out of the show." My only comment was, "Thank you, Mr. Smith, but wasn't it wonderful for Jane, she did such a great job!"
>
> The following year, once more in ninth grade, I won the lead in "The Gondoliers," but it wasn't quite the same as being in the very first opera. What memories of dashing excitement, and then crushing pain, those youthful days gave to me!

In 1925, the year of *The Gondoliers*, a new organization took form, the Opera Club, whose purpose it was to take over the production tasks of future presentations.

The board of seven student members undertook such functions as business, music, costumes, dramatics, properties, scenery and lighting.

An interesting little side-note on the opera is that in accordance with the philosophy of the School against exhibitionism, the opera programs of the early years did not list the names of the performers but simply the name of the roles. So each time a new character came on stage a buzz would go through the audience seeking information about the name of the student performer. Perry Smith may have realized that this was a case where the philosophy was back-firing, but the custom remained well into the 1930s.

By the third year of the opera, 1926, an editorial in *The Purple and White* asked a question that will continue to haunt opera productions for the next sixty-plus years: "Is the Opera Worth While?" Here was what was written:

> The third opera at North Shore [*Iolanthe*] has been completed, and after the rush of work and excitement is over, many have come to wonder at the situation and to conjecture just what we gain and how much we must lose to execute this opera.
>
> In sizing up the whole affair we must weigh two factors: first that a great amount of work is put into the piece by nearly everyone in the upper three classes. This year we have given the best production of the three, which is but natural as we have learned much. We have, however, spent much more time and interrupted school more than before. Instead of keeping everyone up therefore, and producing better work, we have allowed ourselves to shirk school work, resulting in a bad pre-opera slump. In former years we stuck by the routine enough to keep up a high level until after the opera, when the school relaxed; and then grades went down. Now we have allowed ourselves to drop before the production, which will preclude the leisure or relaxation after it. The first consideration is, then, that we must sacrifice much to put on an opera.
>
> The second factor in the balance is the quality and kind of play we put on. If we put on an opera with well-given music and good dramatic values, with a real spirit behind it, we may congratulate ourselves and say that it is a good piece well done. An excellent performance is worth much to all concerned in experience, knowledge and self-reliance; but we must weigh values and see that we gain more than we lose.

By 1927 it is apparent that the opera was considered worth continuing, especially with the new auditorium in which to present it. *Patience* was the selection and this was the first year for a double cast of leads. Because of the bigger stage, the chorus could be larger than before. *Princess Ida* was produced in 1928, continuing the practice of the double cast for the leads. And in 1929 the opera was *Ruddigore.* This was also Nina Babcock Bailey's last year at North Shore.

Mrs. Bailey had contributed a great deal not only to the School but to the whole Winnetka community. Every May during National Music Week, she was one of

the organizers and participants in the programs held at the Winnetka Community House. One year she took a boys' singing group and the glee club from the School, and another year she brought a group of North Shore students to sing Gilbert and Sullivan songs. In July of 1929 she and her students presented scenes from Gilbert and Sullivan operas at the Third Children's Afternoon at Ravinia with the Chicago Symphony Orchestra. An era closed with Mrs. Bailey's departure.

Beginning School Organizations

All of these activities and organizations were, of course, brand new in the twenties. Kay Mordock Adams '21 remembers:

> One of the things that we found so exciting about the new School was starting all the things that we later on were part of: the organizations, committees and school activities. I was there [at NSCDS] my junior and my senior year. I don't remember which year it was that Cox and Harding were running for President, but we had a big convention at the School. Everyone was quite involved in this. My father being a Democrat, I was for Cox, and I said that I wasn't coming to school if Cox didn't win. Well, he didn't win.
>
> I came to school, put my books in my locker and met some of the other girls who said, "Oh, we'll go, too." They put their books in their lockers and we took off without saying a word to anybody and walked four miles over to my grandfather's farm. Well, when we got there I said I have to tell my mother where I am and, of course, they all groaned about that, but I did and my mother said, "You all go right back to school!", so we all went back to school and were met by Mr. Smith.
>
> He said that we had made quite a lot of trouble for the School. Miss [Hazel] Cornell [in 1920-21 head of the girls' upper school and assistant administrator to PDS] was very much upset trying to make us like school, hoping that we loved it, and that she hadn't been able to eat her lunch and we had to go and apologize. [We tried to explain that] it was a lark and we had made some kind of a remark we weren't coming. Perry understood. But we did have to eventually have some kind of punishment. After talking it all over with Mr. Smith and Miss Cornell, it was finally decided . . . that whatever organizations we were head of or had as our responsibilities at the School, we had to resign them because we couldn't be that kind of example. So for the rest of the semester, someone else ran the organizations that we had started. We learned a lesson, I guess.

Student Government

Perry Smith addressed the idea of student government the very first day of school in 1919. According to "Five Mileposts," a class research paper by a group of junior girls in January 1925, Smith presented the challenge this way: "This is your school

as well as mine, and I will be glad to give you the government of it as soon as you can present me with a suitable plan of government."

Patty Ostrom Kohnen '60, as an American history student, described what happened next in her research paper, "Tradition at The North Shore Country Day School":

> By the Fall of 1920 the Student Council had begun its work. One of the things accomplished this first year was the founding of a school paper, *The Purple and White.* (There had been various committees formed the first day of school to decide such things as the school colors and songs — Northwestern's colors were chosen [purple and white] and "Wake the Echoes," a song from Girton School for Girls, was accepted with a few word revisions as was Harvard's "O'er the Fields.")

The 1921 *Mirror* gives an account of the beginning of student government at North Shore:

> At the beginning of the fall term 1919, the first term of The North Shore Country Day School, it was proposed at a meeting of the entire School that a system of self-government be made. Accordingly, a committee for the drawing up of a constitution was elected. This committee set to work and after much delay submitted a constitution to the School. Upon approving it the classes elected their members to represent them according to the terms.
>
> The council thus formed met at the beginning of the 1920-21 school year and took command of the student body. They operated for about a month and then reported that there was something radically wrong with the whole scheme of representation, for with the lower school representatives in the council, action was greatly delayed. So the old constitution was made void, and work was begun on a new one. [It had become obvious that lower school students were too young to be meeting with the upper school students to try to deal with the same business.]
>
> This new constitution calls for an entirely different type of organization. There are two Assemblies, one of the entire upper, the other of the whole lower school. [At this point there was not a separate middle school. The seventh and eighth grades were with the upper school.] Each Assembly has its own Executive Committee elected from the whole Assembly instead of from classes as before.
>
> It is too soon to say just how well the new system of Student Government is working, as we have not had adequate time to give it a good trial; but we feel that this time we have a method of government of the pupils, for the pupils, and by the pupils, which will prove entirely satisfactory.

The first upper school executive committee consisted of the following: Harriman Rogers (chairman), Beatrice Ripley (vice-chairman), Robert Clark (secretary), Mary

Hall, Willoughby Walling, Malcom Stevenson and Sylvia Haven. The lower school executive committee: Doris Ferry (chairman), Billy McEwen (vice-chairman), Ralph Greenlee (secretary), Jack Couch, Gertrude Edwards, Eleanor Sherman and Louise Badgerow.

The new constitution was published in the March 16, 1921, issue of *The Purple and White*, which was a "Special Constitution Issue." Several points should be noted in the document:

> The Committee shall be responsible to the Assembly [all of the students in the upper or the lower school] for proposing regulations concerning the moral standards and spirit of the school.
>
> No law which directly concerns the school as a whole shall go into effect without the approval of this Council.
>
> Each Assembly shall meet at least once a month. . . . [These are the town meetings.]

The constitution was printed on a large sheet of paper to provide space for every member of the school community to sign his or her name.

> This will be the original copy and will be carefully kept by the School. Every member of the school may feel in some degree responsible for this Constitution, and it is up to them whether it is to be a success or a failure. [This original copy has not been found.]

By December of the following school year an editorial plea [*The Purple and White*, December 16, 1921] goes out to the students to behave themselves at the town meetings:

> Our town meetings need a good deal of thought. Think of what we do at these meetings and what we wish to do. We have a great advantage over many schools because of our self-government. When we have an advantage, let's not abuse it.
>
> Every Monday morning we file into the gym, everybody talking, laughing, and pushing his neighbors. Then Sylvia pounds on the table with her gavel, but it does not seem to make an impression. Why doesn't it? Because nobody is paying attention. Can't we stop the confusion and help those who are kind enough to run our meetings?
>
> When someone is making a motion or suggestion, many of us who feel contrary to it announce our disapproval by saying, "Sit down," "No," or by talking in an undertone. This disorder takes time, and many questions of importance have to be left on the table. Should we not have respect enough for the speaker to remain quiet while he states his ideas?

> Moreover there are too many useless discussions which take up the limited time of meetings, and the questions and answers are not to the point. These conditions could be improved by our giving more thought to what is being said. A law won't have to be discussed so long if we listen carefully. Half of the motions that are put before the house have been said over and over again.
>
> Let's get together on these town meetings. Remember our motto: "Everything to help and nothing to hinder." Let's bring our meetings up to the standard of the School. We can do it.

The 1923 *Mirror* indicated that the three major issues of the year were the following: "the tardiness question, two plans for the Lost and Found, and the forming of a new Athletic Association Constitution."

Athletic Association

There had been some problem with getting an effective Athletic Association going during the first two years of the School. By 1922 a new association was formed. The purposes of the organization were to select official designs for the school emblems, to renew or cancel relationships with other schools, and to prevent misbehavior of the students either in the locker rooms or on the athletic fields. The new officers elected that year were Edward Hinchliff as president and John Shaw as vice president of the Boys' Association and Molly Radford as president and Margaret Brown as vice president of the Girls' Association.

Dramatic Club

There was never any question about Perry Dunlap Smith's commitment to dramatics as a powerful form of education. During the early years he directed the senior play. His devotion to the annual opera was expressed in a number of ways: helping direct, working with the freshmen girls on make-up squads, playing his bass with the orchestra, and some years even singing on stage with the chorus. And Morning Exercise had a continuous assortment of short plays and scenes from plays coming out of classes in French, Latin, history, and English in the upper school as well as many from the lower school.

The Dramatic Club was formed the first year of the School's existence with Kay Mordock as president and Perry Smith as faculty advisor. They chose the play, *The Romancers* by Edmond Rostrand and cast it, but the spring schedule was too hectic to produce it. By the end of the second year of the School, the Dramatic Club had a full page in the *Mirror* and reports on its activities for the year:

> Those days when we climbed the stairs of Knollslea to sit at lunch together around the little board table in the Art Room seem long ago. There were five of us on the Executive Committee of the Dramatic Club: Elizabeth Jackson, Chairman; Harriman Rogers, Vice-Chairman; Sylvio Haven; John Mordock; Rush Butler and Katharine Mordock. Miss Taylor [head of the

English Department 1920-25] was helping us choose a group of short plays to work up this year. Each Wednesday noon we read and discussed plays until three were finally sifted out of the many.

Then came the days when a new committee, nominated by the old one and elected in Assembly, met in the English Room to judge the try-outs. The Upper School produced some good possibilities in actors, turning out with great enthusiasm.

As the Year Book goes to press the casts for the three plays are completed, and we hope to put on during commencement week Lady Gregory's "Rising of the Moon," Suderman's "Faraway Princess" and Marjorie Cooke's "Lady Betty's Burglar."

While the plays already given by different groups in the School do not come directly under the organization of the Dramatic Club, yet because they contribute definitely to our increasing knowledge of dramatic work, it is fitting to mention them here. The French classes have put on two short plays, "Cendrillon" and "Un noel francais"; and are planning a third, "Jeanne d'Arc," to be given at the Garden Party. The Christmas play, put on by the eighth grade, fitly celebrated that season, and the second grade added to the sum total a little dramatization of "Hansel and Gretel."

By the third school year, the Dramatic Club had increased over eight times the original membership of five in 1920; fully one-half of the upper school students were now enrolled in the club. The double cast system was used for the first time in the plays as it was for the opera, thus expanding considerably the possibilities for participation. Staging, lighting, costuming, and business were also handled by the club.

Other Clubs

The 1922 *Mirror* included a page of new clubs: the Radio Club, Le Cercle Francais, Athletic Association and Boys' Club. The Radio Club was founded by a group of freshmen boys:

The membership to the club is restricted, and every member must prove to be a worker. The old Tower of Knollslea Hall has been fixed up as an up-to-date receiving station, all the work having been done by the members. [The Knollslea tower will be removed in 1924 because it is no longer considered structurally safe.] The initiation fee was placed at fifty cents with an additional dues of twenty-five cents a month. Officers for 1922 are Albert Grotenhuis, President; Crilly Butler, Secretary; David Sampsell, Treasurer.

Voila l'elite des clubs — le cercle francais! Mais le but du cercle est d'encourager la conversation francaise, et surtout d'ameliorer notre prononciation.

The Boys' Club seemed a little precarious at this point. It was founded in 1921, but was not reorganized until spring of 1922. They did have a club room and pool

table but didn't indicate where they were located. At the spring reorganization meeting, John Mordock was elected president and a dance was planned for June.

The 1923 *Mirror* has a list of "Obituary Notices":

> In memory of our faithful, forceful, fraternal Federation Francaise, which passed away June 1922, in the Year of Our Lord.
>
> To the loving memory of our always awfully abused Athletic Association, which came to a sad end, September 1922, Anno Domini.
>
> In memory of our beloved, beneficial better Boys' Brotherhood, whose sudden demise was a cause of great sorrow.
>
> In memory of our really reverently revered Radio Ring, whose unexpected end was a source of lamentation to all. [The Radio Club will resume again during the 1940s when William Talley comes from the East to teach science.]

Spring Traditions

Dig Day

Dig Day was held in April during the early years, a time to welcome spring and to beautify the grounds. *The Purple and White* describes Dig Day on April 22, 1926:

> The campus looked very different the next morning because many stuck to their jobs until they were finished. Most of the bushes and parkways were cleaned off by the 5th, 6th, 8th, and 10th grade girls. The senior boys, with the aid of Mr. Smith, pulled three stumps, and other classes spaded gardens, fixed sidewalks and even tore down a house. At the end of the work, all lined up and collected their ice cream cones.

A major effort was made during this year to beautify the campus. A landscape architect by the name of Mr. Roy West came in to advise the School but warned that it would take the cooperation of the students to make a landscape plan work. *The Purple and White* [April 30, 1926] again pled the cause:

> . . . He [Mr. West] plans to leave, of course, most of the campus as a playground, sodding it in time, and to have grass and bushes close around all the buildings. The work was started sometime last fall around Dunlap [upper school]. The ground was seeded and bushes were planted. Miss Musson [business manager and in charge of buildings and grounds during the 1920s] and the committee reminded the school to keep off the newly planted space time and again, but bicycles were found thrown close in the bushes and the new grass was trampled on. All the time, effort and money was wasted, so they hesitate to continue carrying out the plans until some move is made by the school, showing their interest and willingness to help.

> The Grounds Committee has made it easy for us to show this by definitely fixing a few simple rules, and the least we can do is to mind them.

Dig Day will go through a series of transformations, especially during the 1940s as it evolves into the now traditional fall Work Day.

May Day

May Day, another spring tradition, was inherited from the Parker School. The description of the first year's celebration is saved in *Leaves* [the first school yearbook, preceding *Mirror*]:

> On the 19th of May we celebrated May Day. Everyone came dressed in white, making it seem quite like mid-summer, especially as it was a beautiful sunshiny day. The program was delightful. Among the events was the procession of the queen, her attendants and the rest of the school, the crowning of the poet by the Queen, various dances, including the dance around the May Pole by the High School, and a Robin Hood play, acted by the 5th and 6th grade boys.

Louisa May Greeley [physical education teacher 1921-28] spent the month of May teaching dances and working on costumes for the May Day performance.

In the years to come May Day will become quite controversial. The selection process of the May Queen and her attendants was very problematical. Different procedures were used at various times. Some people remember she was elected by the student body, others that she was selected by a committee. In retrospect, enthroning and crowning a student seems antithetical to the philosophy of the School which discouraged exhibitionism and competition against one's peers. Yet during the 1930s there was an attempt to bring some redeeming social value to the event by inviting young Polish children to the campus — but that is a story for the thirties.

Field Day

Filed Day was usually the first week of June, except in 1925 when it was united with May Day. It was a half-day of stunts, races and games with a picnic lunch. The first one is described in *Leaves*:

> In preparation for Field Day on June 4, the school was divided equally into two teams, Ted Robinson being captain of the "White," Harriman Rogers of the "Purple." At 12:30 there was a procession of the school to the front of Knollslea where a picnic lunch was eaten. Then each grade in turn gave a stunt, ranging from an Indian dance by the younger children to a take-off on the May Pole dance by some of the high school and "Robin Hood's Band" composed of several saxophones and banjos.
>
> The real events of Field Day began at 2 p.m. and lasted for an hour amid great excitement. There were 25 different dashes, obstacle races and tugs-of-

war. Any event might have decided the victory, as first one team and then the other was ahead. The final score was 140-125 in favor of the "Purple."

Field Day continues to be held in the 1980s but as a middle school event with other middle schools as guest participants.

Commencement Week

The final series of events for the school year took place during Commencement Week, which started the second year of the School, 1921. The first commencement in 1920 was a very simple event. There were only three graduates in the first senior class, two of them with the name Hall. By 1921 the festivities celebrating commencement were expanded to a week. On Saturday, June 4, was the Senior "Promenade." The following Monday, June 6, was Field Day. On Tuesday were the Dramatic Club plays. Wednesday was the School Luncheon; Thursday, the Garden Party for the Seniors; and Friday, Commencement at 4:30 p.m. This continued to be a fairly standard schedule during the 1920s.

According to Patty Ostrom Kohnen '60, who did the 1960 research on North Shore traditions, the Senior Luncheon was originally served by the eighth graders. The seniors and their parents were the guests of honor, but the other upper school classes and the faculty are also present. The distribution of the new yearbooks was anticipated by everyone.

Following the luncheon was a long-running tradition called "Stunts." In the beginning only the faculty and students participated; it would typically include skits poking fun at the seniors, the freshman girls doing something funny with the baby pictures of the seniors. One year (Miss Ostrom doesn't say when) the faculty decided to present *Trial by Jury* for the Stunts and were helped by some of the parents. Perry Smith sang one of the leads. This was the beginning of parent participation. By 1944 the parents were on their own and the faculty had bowed out. The parents carried the Stunts until the late 1960s when it became too much.

Another little ritual that accompanied the luncheon was "the singing up of the classes." The tune of the song came from Princeton. Many of the early traditions were inspired by Ivy League customs. The Garden Party in those years included a play by the faculty on the campus in the afternoon. In 1923 the play was *Pyramus and Thisbe,* with Perry Smith in a comic role wearing a red wig trimmed with poppies. The seniors loved it! The event ended with orange ice.

The Commencement program from June 9, 1922, opened with the processional March from *Aida* played by the orchestra, including faculty and student performers. "America the Beautiful" was sung by the students and the audience. Hazel Cornell gave a reading from I Corinthians 12 and 13. The upper school girls sang "The Wanderer's Evening Song." Malcolm Stevenson, the class president, presented his message. The ninth and tenth grade girls sang two songs. Perry Dunlap Smith awarded the diplomas. And the students and audience sang the school song, "Wake the Echoes," together. The recessional, Schubert's "March

Militaire," was played by the orchestra as the graduates paraded out of the old gymnasium and into the new world awaiting them.

A Time to Build

By the third year of the School's existence, 1921, the parents felt that the institution was strong enough to warrant the purchase from Francis King Cooke of the property of the old Girton School. Immediately, plans went into effect to start building a new upper school building, soon to be named Dunlap Hall. It was ready by fall of 1923. One student, a brother of a 1936 alumna, chanted his irreverent little piece of doggerel:

> Dunlap Hall was made in haste,
> Out of sand, and out of taste!

But the description of the laying of the cornerstone in the 1923 *Mirror* was filled with youthful idealism:

> During Morning Exercise on Wednesday, January 24th [1923], the whole school assembled in front of the new building to witness a dramatic moment in the affairs of North Shore. It was the laying of the corner stone. On this stone was engraved "1922," the year that the building was started and the year of the graduating class that gave the corner stone. A small tin box lay on top of the stone in which were to be deposited many different kinds of papers concerning the school.
>
> There was a hush as Mr. Smith arose. He told us of the importance of the occasion and that we should all remember to live up to what we had decided to put into the box for future recognition. Then a representative from each class came forward one by one and each told the contents of the paper allowed for each class; some contained write-ups and pictures, others told of things they had done and those they looked forward to doing. The Alumni gave a contribution and the Executive Committee offered a copy of the minutes from the Town Meeting and the 1922 Year Book. Then the Faculty was represented by Mr. Smith, who put a paper in the box, together with a copy of the last edition of *The Purple and White.* Mr. Walling, President of the Parents' Association, spoke and put in some representative papers. Then all was ready. The final moment had come.
>
> The box was closed up and plastered in the stone by Mr. Walling with the help of some of the workmen. The stone was lifted and then, before anyone could realize it, the stone was dropped into place and plastered in. It was done. Sometime in the future the box will be discovered, but by whom? Centuries from now people will discover it and read what we did here. We all hope we will live up to the standards and ideals that we put in the corner stone.

The new building was described in the same 1923 *Mirror*:

> From the floor plan it can be seen that the new building, as yet unnamed, will be very large and roomy. The first floor will be used by the girls and will contain the history, English, and Latin departments, six classrooms in all. The second floor will be the boys' and will have classrooms for French and mathematics and will be an exact duplicate of the first floor. The wood and print shops, science room and laboratory, together with a bicycle room and store rooms will comprise the basement. The third floor will be taken up by a huge study hall, 84 feet long by 36 wide. Throughout the building there will be no stationary furniture of any description. The study hall, which is excellently lighted by skylights and windows, will contain large and small tables for study. All furniture will be in fumed oak.
>
> In addition to a large library in the study hall, there will be cases of shelves in each room. Each room will also be equipped with small lockers for every student and a cloak closet. A bicycle room is also provided in the basement, with a runway beside each flight of stairs.
>
> The cost of all the work exclusive of fittings will be $150,000. Clark and Wolcott are the architects.

The following year, 1924, the new gym was built and attached to the south end of the old gym. (When he came in 1947, Mac McCarty [physical education 1947-present] remembers standing at times in the open doorway between the two gyms to coach basketball in both.) The new gym became the boys' gym. On the lower level of the new building is the lunch room, where it remains almost seventy years later.

During the summer of 1925 the plans had been to raze both Knollslea Hall and West Hall, the two oldest buildings on the campus. However, when the workmen come to tear down Knollslea, it was discovered to be more solidly built than anyone suspected, so the rotting porches were removed, as well as the cupola, and Knollslea survived another thirty-five years. Why West Hall was not demolished at this point is not clear, perhaps because the classroom space was needed. There was some thought of enlarging Eliot Hall, but that plan was never carried out.

Further Changes on the Campus

By spring of 1926 it was becoming apparent that the old gym was woefully insufficient to double as an auditorium. Daily Morning Exercise involved setting up and taking down folding chairs by a rotation of students. If there was an evening program, chairs had again to be put up following afternoon sports. Reasons for a new building were spelled out in a May 1926 issue of *The Purple and White*:

> The opinion of the parents, directors and teachers is that a new auditorium is needed. Already $50,000 have been given, out of $100,000 needed to start things going.
>
> There are many good reasons why we need an auditorium. The fire marshal of Winnetka has recommended a new auditorium with fixed seats because if there was a fire, fixed seats would help to prevent a panic. The girls' gymnasium work is interrupted by rehearsals, and dramatics and singing are also hampered.
>
> Tentative plans have been made which include a sloping floor, 500-600 fixed seats, a modern stage with a plaster dome, scenery and costume rooms, an orchestra pit, and a lobby or trophy room for informal meetings.
>
> If an auditorium is built, it will be the last of all the necessary units of the school.

How amazed this young journalist would have been had he or she realized how untrue the concluding assumption turned out to be. But the money was raised remarkably quickly. A subscription was started at one of the meetings of the Parents' Association and every parent in the School subscribed something. In only two months, $100,000 was raised. By December 1926, the corner stone was laid. Ayres Boal, chairman of the building committee, officiated at the ceremony, along with Perry Smith.

The stately pillar-fronted auditorium, which was to become the symbol for the School, was completed in 1927. It was attached to the north end of the old gym.

In 1927 the Village of Winnetka made an arrangement with the School, agreeing to give Diller Street (originally a public street which cut the present campus in half) to the School in exchange for the property next to the Chicago and North Western railway tracks where the athletic fields had been. At the same time the parents purchased from Francis King Cook of the old Girton School the block of land between Diller Street and Willow Road, thereby providing an area for the new athletic fields. This was the area that was covered by the corn field, grape arbors and a beautiful stand of oak trees. The old farm house at the northwest end of this piece of land was renovated and became the headmaster's house.

That same year, Leicester Hall was moved from north of Diller Street (where the tennis courts have been located since the 1970s) to the southeast corner of the campus, both to secure a little more privacy for the residents of the building and to open up more space for the playing fields.

By the end of the decade, the campus of five buildings had grown to eight: Knollslea and Leicester Halls, the old gymnasium, Eliot and West Halls — all left over from Girton School — plus Dunlap Hall (as the new upper school building was called), the new boys' gymnasium and the auditorium. Leicester Hall was now in a new location, and the athletic fields were created on the north end of the

campus by bringing in more than 10,000 cubic yards of soil to level that area adequately.

During the twenties, the School had in all essential particulars been created. Perry Smith had somehow brought together the materials for his dream. His students of 1920 had an experience not so very different from students of 1990. Elbridge Anderson '25 remembers the life of a North Shore upper school student during the early 1920s:

> . . . the entire NSCDS experience is behind a curtain of sunshine swimming with the golden dust of long ago, worlds away back from Hard Rock let alone New Wave or Punk . . . cozy memories of everybody young and full of anticipation for the opening of the school year in the fall of '21, beginning Latin, for instance, in what had obviously served as a bedroom in the old mansion, Knollslea Hall . . . the lunch room in one or two larger rooms downstairs. I can hear the clatter and chatter. I can almost see the pleasant face of the woman who managed it, almost remember her name. But Perry Dunlap Smith just joins our table . . . laughter over somebody's slip of the tongue . . . I'm having a banana for dessert. . . .
>
> Again through the golden haze I catch flashes of a study hall upstairs in West Hall and of the earliest Morning Ex's being held there before the old Girton School gym came into regular use for the same, with folding chairs instead of desk-arm chairs, and with the stage at its south end graced from time to time by name personages in various subjects and fields which Perry Dunlap Smith made a point of presenting to our morning minds. *The* Helen Keller addressed us, her voice the rich tone of courage. Prominent musicians came with performance and lecture.
>
> An Irish poet, renowned at the time and likely now though I can't catch his name down the corridor of at least sixty years, read his "Rose in the wind, rose in the wind." I've never forgotten. Louise Lackner's grandmother recounted her personal experience of the Chicago fire. She had not seen Mrs. O'Leary's cow.
>
> But I'm hearing a climaxing roar from down the other side of Green Bay Road, some big happening in the football game with Francis W. Parker School. Constituents are being held back from actually joining the field by our portable iron stake and wire fence, while Al Grotenhuis, Holden Anderson, Percy Davis — just to mention three of our stars — are out to wake the echoes, wake the echoes along the old north shore. Holden is also in basketball with the then "in" shots from down near the floor, a big arch up and over, as opposed to the slam-dunk. I don't remember any pole vault, but we had high jump, javelin and discus. I won the high jump (long legs) and the discus (long arms) which I threw so unexpectedly far that if some little fellow on campus hadn't leaned forward to pick up a ball, well, it would have taken me a bit longer to believe in God, the discus contesting the air space where his head had been the moment before.

I don't remember baseball but I'm sure we had it. I don't remember who was sports coach in which year, but I believe both Jack Smith and Jack Anderson were in from time to time. Miss Greeley, I'm sure, was coach for the girls' field hockey team. I can still hear an organized distant cheer from the same football game in progress, audible, but really unintelligible — written in 405 B.C. in onomatopoetic Greek as a noisily spoken chorus in "The Frogs" by Aristophanes. What cultural advantages! Although it ended in a YEA TEAM, or some such.

In that innovative school year 1923-24, there were at least two and perhaps three firsts. To begin with we were in the new upper school classroom building, east of the old gym with Julia Childs' Latin class, Madam Stoughton's French (my everyday speech picking up words from each), and Millicent Taylor's English, which was an inspiration. She later became secretary to Carl Sandburg.

I believe Mr. Price had the science room, but I clearly remember Mr. Riddle in charge of the big new upstairs study hall. Extending a closed hand, he would sidle up to whisper, "A little token of my affection and esteem," then slip you a handful of paper bits ready for the wastebasket.

But the first of the firsts of 1923-24 was the first Vaudeville, "Footlights and Fancies," followed by a maybe first senior play which I believe was "The Importance of Being Earnest," followed or preceded by the March 1924 definitely first Gilbert and Sullivan operetta, "The Pirates of Penzance." That little gym stage was coming into its own and the creative life of NSCDS along with it, the beginnings of, as Francis Stanton so perceptively stated, "those extraordinary collaboratives between students, faculty and parents, which were an early hallmark of The North Shore Country Day School."

Almost already like a memory, the Senior Prom of 1925 seemed to rear its lovely head with all its trappings, right on schedule and apparently out of nothing. It was a dream idea from some senior, so good that suddenly the entire "collaborative" class of 1925 was on its hands and knees on the gym floor, cutting out huge green and brown paper grape leaves, or blowing up regular sized purple balloons, to be gathered of course into clusters, transforming the everyday gym into a truly fantastic grape arbor, a silver disc full moon pinned up in the center of the blue curtain at the back of the stage, which with Crilly Butler's blessed color floodlights, one in each wing, blossomed into an extra, entirely unforeseen magic. The silver moon would gradually change its color from one light's rose pink to the other light's silvery green, as you danced from one side of the gym to the other. It was beautiful everywhere under the grape balloons.

In that year the Senior Prom was a Springtime-of-Life ritual, the festive, absolute deadline for doffing knicker suits, the time to step out in white flannels with blue jacket, and try to pretend nothing had happened. It was

> a first step on the way to the first three-piece or rather four-piece suit (counting two pair of long pants) for college.

Elbridge Anderson went out into the world with his classmates that June. Decades of classes were to follow: to sit and joke with each other over lunch, to struggle over Latin and French, to play with their teammates on the athletic field, to plan the prom . . . to grow up — perhaps without even noticing.

By the end of the decade it was apparent that The North Shore Country Day School was an experiment that was going to work. A curriculum had been developed which stimulated teachers and students alike to a love of learning. Everything said and written by faculty and families of those days testifies to a joyous and energetic sense of community. Three new buildings had been built. The graduating class had grown from three in 1920 to twenty-one in 1929. Clubs and activities had been tried. Publications had come out of the school's printing shop. Several faculty members had become heads of schools elsewhere. And rituals and traditions had woven their way into the fabric of the lives of the students in such a way that they would be drawn back to this place years later. As Lynn Williams related in 1967 at the memorial service for Perry Dunlap Smith:

> The School must have been poor then, though none of us who were students knew it or thought about it. For the young headmaster these must have been difficult times, but surely also they were the best of times.
>
> If Perry Smith, in those days, was becoming a leader of a movement in education, we didn't know it. To us he was merely trying to make this the best school his mind and energy could embrace.

Dunlap Hall's cornerstone was laid in 1922.

THE THIRTIES: Experimentation and Confirmation

The North Shore Country Day School was created in response to a demand on the part of a large group of parents for a school of the so-called "progressive type" which, at the same time, prepared pupils for the eastern colleges thus enabling parents of this locality to enter their children in eastern colleges without having to send them, for preparatory work, away from home. The School is, therefore, definitely committed to "progressive principles" in education and also to meeting the college requirements.

School Leaflet

So begins a small three-page leaflet describing the School which was printed during the 1929-30 school year and used during the 1930s. There was no hesitation at this time to identify the School as progressive; however, care was taken to be quite specific about the meaning of the concept. It was not incompatible to be both progressive and college preparatory, the leaflet assured potential parents. To add conviction to that promise, a list of colleges attended by North Shore graduates was included.

Attitude Toward the Child

This type of education, the leaflet explained, was not a specific method of teaching but rather a special attitude toward the child:

> . . . the School believes that there is, within each child, a plan of growth, which if allowed to unfold, will give realization to the greatest number of possibilities within him. From this it follows that the function of the School and the teacher is to present right conditions for growth rather than to force the child into unnatural and abnormal activities; that the teacher, then, must study each child to find the conditions best suited to furthering his development, and must see that he is surrounded as far as possible by these conditions.

If not a "specific method of teaching," this description certainly implied an attitude toward teaching different from the recitation-oriented lessons so typical of traditional schools. But that did not mean, the pamphlet emphasized, that teachers simply let the students do only what they wanted to do. The progressive theory held that the child "is best satisfied when working steadily at a task which gives him opportunity for growth." What the teacher must do is "attempt to show the pupil the real value of the task at hand by connecting it with the child's own interests." When children are interested in what they are doing, they tackle a task with energy and enthusiasm. The reward comes from the satisfaction of accomplishing the task. Artificial rewards and arbitrary punishments are avoided.

As a practical expression of progressive theory, The North Shore Country Day School has never had an honor roll or academic awards or, prior to 1951, sports trophies. The trophies came to be accepted because they were for teams, not individuals. Academic grades were intended to indicate the student's growth, not meant to be competitive measurements.

Also integral to progressive theory was the importance of community life, expressed in the "social motive." Perry Smith explained what he meant: "the desire of the child to be of use to other members of his group and to his group as a whole." The motto of the School was "Live and Serve." Practical expressions were such activities as the Toy Shop, Dig Day and Morning Exercise.

Modified Coeducation

In the same leaflet, Smith also explained "modified coeducation" to parents. This was an experiment he developed during the early years of the School's existence, based on his study of coeducation in England, Germany and the United States. Smith felt that his adaptation met the needs of his students more completely than either total segregation of the sexes or indiscriminate mixing of adolescents. He then described its principles:

> First, that the large family atmosphere, where young and old learn to work and play together and to share responsibilities, joys and sorrows is the most natural environment for a true adjustment of the sexes to each other during adolescence. That living in close contact with nature and being responsible for the care of animals, as was the lot of most children brought up in the country, is also a great factor in making that adjustment.
>
> Second, that during early adolescence boys and girls become self-conscious and shy and should have ample opportunity to withdraw from the presence of the opposite sex if they wish to.
>
> Third, that during this period it is unwise to bring the boys and girls together except for common interests which are of sufficient strength to overcome the natural excitement or timidity which that age child feels on being in the presence of the opposite sex.
>
> Fourth, that boys and girls of that age should not be placed in recitations or other situations together where one sex has an obvious advantage over the other.
>
> Fifth, that while the young men and women in this formative period are apt to be shy and reticent about their inner thoughts and aspirations, most of them are anxious to and greatly benefit by talking over such matters if given the opportunity under satisfactory conditions.

The acceptance of these principles brings about at present the following practices in the School: The pupils of all ages have frequent contacts with each other and share many common interests. The high school children are not segregated from the lower school. [Middle school at this point was not yet a separate entity.] There are large grounds and many domestic pets for which the children care, such as ring doves, canaries, guinea pigs, rabbits, sheep, chickens, ducks, pigs, and tropical fish.

During the first six years the boys and girls share the same grade rooms, but during the six years of upper school the boys' home rooms are on the second floor, with a man teacher in charge of each, while the girls' home rooms are on the first floor under the care of women teachers. This gives opportunity to withdraw from the opposite sex if it is desired.

During the seventh grade year the boys and girls recite together except in mathematics and science. In eighth grade they are separated in all classes except English and history. In the ninth grade they do not recite together at all except for dramatics. In the tenth grade they come together again in English and history. In the eleventh grade and twelfth grade they are together in all subjects except science.

In each of the four high school grades weekly group meetings are held, the boys and girls meeting separately, in which intimate questions of social conduct, morals, religion, ethics, school standards, and sex are discussed under the guidance of an adult. These meetings have seemed very helpful in building personal standards and in making satisfactory adjustments to life. [This is the famous "SS" — Social Standards — course taught for years by Perry Smith.]

The above practices seem to produce a natural and healthy attitude between the boys and the girls and a far better understanding of each other's characteristics than is usually found in high school. The School will continue to study the problem and seek to work out better and better ways of assisting its pupils in making these difficult and highly important adjustments.

During the autumn of 1950 (as he wrote in the December 1950 *Notes*) Perry Smith would be asked to speak on the subject of coeducation at several schools: Francis W. Parker School of Chicago, Grosse Pointe Country Day School of Michigan and the Detroit University School. He was joined by Dr. Burton Fowler, headmaster of Germantown Friends School of Philadelphia in a lecture and discussion on this topic. Smith remembered that two years prior to that he and Dr. Fowler went to Wilmington, Delaware, to debate the same topic with Dr. Claude Fuess, headmaster of Andover, Massachusetts, and Dr. George Van Santvoord, headmaster of Hotchkiss. The discussion was aired by a local radio network.

But all of this came later. The 1930s were still a time of experimentation.

Preparation for College

One of the foremost experiments at the time of the founding of the School was whether the country day plan could offer adequate preparation for college. Could it come up to the standards which parents in Winnetka expected? Perry Smith recalled this early concern when he wrote one of his monthly essays for a January 1949 issue of *Notes*:

> . . . In those days it was generally believed that day schools were heavily handicapped in bringing their students up to college standards by the fact that they did not have twenty-four-hour supervision of their pupils, and by the fact that children living at home were exposed to the distractions of city or suburban life. In the main, day schools could not create and maintain the intense *esprit de corps*, or school spirit, of which boarding schools were extremely proud.
>
> . . . The country day schools maintained . . . [that] the profound and rapid changes which resulted from the post-war [World War I] crises demanded a more realistic and authentic type of educational experience than the boarding schools could provide. Far from fearing the direct contacts that young people at home had with the actual living conditions, they welcomed them as an opportunity to become adjusted to the world as it was, provided, of course, that both home and school accepted the responsibility of guiding these young people in their attempts to grapple with the realities of living and also helped them to understand and interpret the meaning of the changes and experiences which they met.
>
> . . . The matter of school spirit, too, as was revealed with the progress in mental hygiene and psychology, was not as healthy a factor as we had supposed it to be. It was true it could be intensified easily in groups of young people living closely together and pretty well cut off from the normal outlets of a real community life, but this might easily become little more than mass hysteria, which is a particularly unhealthful emotional experience for adolescents.
>
> . . . [School spirit] is far less apt to [get out of hand] in a situation which allows for normal living with adults and little children, all concerned with and pursuing their own normal activities, rather than with an isolated group of students all at nearly one stage of development and all of the same sex. . . .
>
> The other matter which faced the founders of our School was the problem of whether or not it was possible to meet the formal entrance requirements for college and still maintain what used to be known as "progressive" principles in teaching, to which our School has been committed from the start. We believed that it was the duty of a school to assist in the development of the whole child and not just his intellectual development. This was a decidedly startling idea in 1919 although it is hard to realize it

now [1949] when all good schools with any pretence of being up-to-date accept this principle without question. The fear was that if time were devoted to the "non-academic" subjects such as music, art, dramatics and handicrafts, the "fundamental" subjects such as grammar, arithmetic and foreign languages would suffer. Many so-called "progressive" schools abandoned their principles for all students who were preparing to meet the college entrance examinations. For those individuals the School fell back on the old method of constant repetition and unthinking drill.

We decided to stick to our principles. We believed that a student who was truly interested in what he was doing, who understood its relationship to his whole life, who had had ample opportunity to practice making considered decisions affecting his own interests and, above all, who had achieved a well-rounded and happily integrated personality would be far better equipped to do well in college and to further his educational progress.

The Eight-Year Study

After almost thirty years [1919-49] of adherence to these principles, it would seem that we were fully justified in our decision; for not only our graduates but also those of other schools who have followed these principles have achieved a marked success in college. The careful records kept under a grant from the Carnegie Foundation in the famous "Thirty Schools Experiment" over a period of eight years [1930-38] furnish specific proof. This study not only showed the general averages of the thousands of students from the two types of schools which were compared, but also broke these down into specific subject fields, such as English, Chemistry, Latin, et cetera. The significant fact was revealed that while the differences were slight, the students from the more liberal schools excelled the others in every one of the subject fields.

In addition to these factors, there has been one other that has been working in our favor in the matter of college preparation which is that the colleges themselves have been moving in this same direction. They no longer judge solely by examination marks as they used to do, nor even by examination and school marks. They rather seek to obtain a picture of the whole student, his interests and extra-curricular activities as well as his academic achievement. They want to know what the whole picture looks like and seek a student that has a clear-cut and well-balanced pattern, showing evidence of ability, purpose and promise. It is pleasant to realize that today the colleges seek the same ends as we do and that they recognize the similarity of our aims and methods to their own.

The "Eight-Year Study" gave those secondary schools experimenting with the so-called new education the courage to continue in their convictions. The North Shore Country Day School was one of the four original schools to initiate the study through the Commission on the Relation of Schools and Colleges, a project of the

Progressive Education Association. The Commission was concerned with the generally poor quality of secondary education, and the few progressive secondary schools in existence at that time were concerned about freeing their students from competitive marks and the narrow, rigid requirements for college entrance. Thus far, Perry Smith had good evidence that North Shore students were being admitted to eastern establishment colleges and doing very well. "When our group therefore asked for the privilege of freedom to experiment with an even broader curriculum," he wrote in the November 1939 *Notes*, "we appealed on the basis of the record of our students then in college."

NSCDS, along with twenty-nine other schools, were given eight years to prove their point. The study was funded by the Carnegie Foundation and the Rockefeller General Education Board. The methodology was described by Smith in the same article:

> The Commission interviewed each [college] student [alumni from each of the thirty schools] twice a year, interviewed his professors, and secured his records from the college office. Then they selected an equal number of students who entered college from the more orthodox schools, matching them student for student as to intelligence, age, sex and home environment with the students from our schools.

The article also highlights the findings:

> A comparison between the two groups as to marks received in college showed the students from our group of schools not only averaging higher in the total grades, but actually averaging higher in *every single subject* than the students from the conservative schools. This difference was particularly marked in English, the humanities and the physical sciences.
>
> Even more significant was the fact that, based on intelligence (or "scholastic aptitude") alone, the students from our type of school did far better than predicted, in twice as many cases as the students from the orthodox schools. Both President Park of Bryn Mawr and Dean Hawkes of Columbia, who were present at the conference, seemed to attribute this to the greater interest and enthusiasm which our students seem to bring with them to college and which as the Dean said, "they do not easily lose after entrance."
>
> In non-academic pursuits there were also gratifying facts disclosed when the two groups of matched students were compared. The students from our type of schools were found to be "more frequent participants in a wider range of activities" than those from the conservative group. They had a more active interest in activities concerned with contemporary affairs. (This sort of thing was frequently disliked by the other group.) There was not a single area of organized campus activities in which the graduates of the more conservative type of school showed significantly more activity.
>
> In informal activities and hobbies, our group showed more activity than the other in intellectual hobbies, creative and aesthetic experience and in social

pastimes. They seemed to have more "likes" and the other group more "dislikes." When it came to "problems" the group from our type of school had "considerably fewer problems in the areas of study methods and organization of time," a highly important item.

The report concluded that "the students in the S group (our type of schools) either make simply an easier adaptation to their new environment or have gone a step farther and have actually thought through and are acting in terms of their own values."

Influence of the Thirty-School Study

In 1949 the principals of each of the thirty schools received a letter from the Riverside (California) Board of Education inquiring about the Eight-Year Study and making the following request:

> Your school . . . was one of the participating schools in the *Eight-Year Study*. The troublous years between 1938 and 1949 made such demands upon the secondary school leaders of America that many of us have been unable to learn of the significance of this study. Would you be willing to undertake a brief summary statement of the present status of this program in your school?

The writer of the letter, Carl C. Cress, Assistant Superintendent of the Riverside City Schools, outlined six questions which he asked to be considered. Perry Smith dealt with each. To the first question of whether "this study played a significant role in the current program of your school," Smith wrote:

> Inasmuch as our school was one of the four original schools to start the Study, we had already set up the type of program which, to most of the other members of the group of thirty, was new. For us the Study did not necessitate any vast change in our curriculum. We had been sending boys and girls to college for some fifteen or twenty years with the type of curriculum that the Study contemplated and we had found that it did not handicap them in the eyes of the admissions committees, on the one hand, and on the other hand, it certainly aided them very much in their performance after they got to college. Therefore, I can answer your question by saying that I don't think the Study played a significant role in the current program of this school for we merely continued what we were already doing. But it did mean that we could do it much more easily and more freely than we did before and, therefore, it was a distinct help.

The second question was, "Are you able to maintain comparable entrance relations with the colleges and universities that serve your students?" Smith replied:

> Our relations with the admissions officers of the colleges and universities to which our students usually apply have continued to be extraordinarily

> strong; in fact, I think I am safe in saying that had it not been for the fact that our relations were strong, as were those of the three other schools who helped to initiate the Study, the colleges would not have been willing to undertake the risk. The Study itself certainly documented our claim that the type of education we were giving the boys and girls strengthened their preparation for college and, therefore, I think our relations with the colleges are even better than they had been. I have seen no tendency on the part of any college to withdraw their confidence in our procedure.

The third question asked whether "your school community [is] maintaining its enthusiasm for this program." The response was that:

> The school community is maintaining its enthusiasm for it has never had anything else. The school was founded with this type of program in mind thirty-one years ago and has been doing it ever since.

The fourth question asked about the effect of the study on school morale.

> I would rate our school morale as high, probably the highest it has ever been. [This is written in 1949.] I do not attribute this, except very slightly, to the influence of the Eight-Year Study. Frankly, there were so many things about the Study itself, and the details of its administration and the procedures that it used of which we did not approve, that in some ways our morale was lowered by the Study. We felt that many of the thirty schools failed to understand the spirit and purpose of the Study quite badly and actually brought unfortunate criticisms to the group rather than the reverse.

In response to the question about benefits, Smith responded:

> . . . it strengthened our hand and our belief in what we were doing. We no longer have to argue with parents about the type of program we are giving our students because of the parents' fear that the colleges will not approve. We now have documentary proof that the colleges do accept our students eagerly and the type of program which we give them.

The final question asked whether "this study [has] any meaning for secondary education throughout the nation?" It does have meaning was the response, but it "is very generally misunderstood." Smith warned that any school trying this type of experiment must "understand the purpose and philosophy of the experiment thoroughly" and have the "necessary experience." A careful reading of the report of the Study, he pointed out, reveals that:

> . . . when schools which are well run and adequately backed are given an opportunity to experiment and try new things, they do so in a rather careful and understanding way. The colleges do not need to fear their going to extremes. . . . The pupils who have had such experimental programs on the whole tend to do better than pupils who have not, although this difference is very slight indeed.

Probably to a great extent as a result of the Eight-Year Study, a very interesting change took place in the relationship between high schools and colleges, at least during the 1940s and 1950s before the deluge of college applications in the 1960s. That change was made evident at a conference which Perry Smith attended in the spring of 1954 at Kenyon College. The conference was "subsidized by the Ford Foundation," he wrote in the May 1954 *Notes*:

> . . . to consider ways and means of granting advanced standing in colleges to students who have been graduated from what they were pleased to call the better preparatory schools, which, like ours, boast outstanding courses such as our Senior English, United States History, fourth year German and others.
>
> . . . Twelve colleges had agreed to consider the possibility of awarding advanced standing in various courses to the graduates of schools like ours whose students have over the past years shown that they were so well prepared that many of the college freshman courses were almost a repetition of what they had already mastered in school. In order to avoid this waste, these colleges are now ready to grant such students advanced standing and place them in advanced sections of those subjects in which they qualify. Their right to receive this privilege would be determined by special examinations at first, but the college professors declared that in each of these fields they did not consider the mere passing of examinations as adequate tests.
>
> They would rather take the word of the teacher who knew the student best and also have a full report from the school involved, for they felt that if the course was really valuable enough for advanced credit, it would achieve far more than merely add to the students' fund of information and factual knowledge. It would actually contribute, through broadening his vision and deepening his understanding, to his emotional growth and personality development. And here the college authorities made an astonishing announcement. It was that they considered that the high school teacher was far better equipped to handle the problems of a sixteen- or seventeen-year-old and to meet his needs than the college teachers were. This was a complete reversal of position from the one they had held during the "Thirty School Experiment" of twenty years ago. Then they were very scornful of all high school teaching and expressed themselves in no uncertain terms on the point that no real learning took place before reaching college; all high school teaching was merely laying the groundwork of drills and techniques which were to be used later in college.
>
> President Chalmers of Kenyon, who presided at the conference, called my attention to the fact that I was the only surviving organizer and participant of the "Thirty School Experiment" who was present at the conference, so I was glad to point out this happy and surprising change of attitude which had transformed the college professors in the intervening years. In fact, I

feel very strongly that this change is one of the most valuable of the accomplishments for which the "Thirty School Experiment" is responsible, and I am proud of the fact that our School contributed so much to the success of that venture.

The Francis W. Parker School was also involved in the Eight-Year Study. Jack Ellison, who came to the Parker faculty in 1937 and was principal of Parker from 1967 until 1972, participated in the Study. He remembered that Hazel Cornell, (head of the girls' upper school when NSCDS opened, who went to Parker in 1924 and became an administrator) met with faculty members once a week at lunch during the Study to discuss their role. Public schools as well as private were involved. Ellison recalled prominent figures visiting the schools as consultants and encouraging the faculty.

The Study took place during the Depression when colleges were willing to bend. No grades were given, but there were reports to write on each student indicating good, satisfactory or poor, along with a commentary. After it was over, Ellison commented, grades, testing and competition came back, at least that was the case at Parker. Ellison felt that NSCDS did not change its curriculum as much as Parker did during the experiment.

Curricular Experiments

There were several interesting curricular experiments at North Shore, however, which may or may not have come as a result of the Study. A course that did develop in connection with the Study was that of David Corkran (English department 1926-44). An interdisciplinary course in history and literature, it focused on the ideas of liberty, democracy, individualism and social responsibility or social control. Geared to the senior level, it was eventually the only course he taught.

Nathaniel French, a new young teacher in 1938 (later headmaster 1954-68) and Daniel Wells '29 (also an intern teacher 1938-39) developed a course called "Wages and Housing," described in the December 1938 *Notes*:

> North Shore students live in suburbs largely residential in character and have little or no contact with the world at work. Yet now, perhaps more than ever, it is important for everyone to have some realization of the meaning of production, wages and hours, management of industry and housing.
>
> To meet this need, we are arranging a series of trips to Chicago, a huge laboratory offering almost limitless possibilities for observation and study. The core subject for the series will be the interrelation of wages and housing.
>
> The first trip is planned for the Hull House district and the south side Negro section on Saturday, December 3rd [1938]. The series will attempt

> to include the steel mills, the stock yards, coal mines, automobile assembly plants, a shirt factory, and others. An effort will be made to have presented at each plant the points of view of all branches of industry by men active in their fields.
>
> The parents' part in this program is twofold: first, to send a note of permission with the child if he wishes to participate; second, we would appreciate hearing from any father who has a plant which he would be willing to have us visit.

Questioning a number of alumni of that time has turned up no one who participated in this project. Is it possible that such a promising project was never able to be carried out? A similar project, however, was developed for the younger grades. Charles Haas '31 remembered:

> At some time around fifth or sixth grades, our class had a project of visiting offices and factories in Chicago to which our families could gain us admission. (The purpose at that time was industrial rather than sociological.) Cousins of mine owned and managed the Eisendrath Glove Company which tanned hides from which they fabricated all kinds of leather goods — gloves and handbags, for example. Our class visited the Chicago tannery and factory, and I think I wrote a report on the operation.

Another creative project was undertaken by the ninth grade social studies class during the fall of 1939. It was an historic, social and economic survey of the village of Winnetka. The class developed a questionnaire and divided Winnetka into sections, with two students assigned to each section. During class time the students went to their section of town — this was an era when someone was home during the day — and interviewed one out of every five families, gathering information such as the number of children per family, number of maids, cars, radios, labor saving devices (the following devices were considered: mangles, sewing machines, vacuum cleaners and washing machines) and number of rooms per family.

The results of the survey are very revealing of Winnetka of the late 1930s: The average number of persons per family was 4.1; number of children, 1.7; number of servants, .9; cars, 1.3; radios, 2.7; labor-saving devices, 2.8; and rooms per family, 8.6. The students not only had the experience of the library research and field work but also that of putting together the information in a typed booklet with delightful hand-drawn illustrations.

Another practical project came about when Bill Daughaday '36 and a buddy, as high school juniors, were complaining about the cafeteria food. Perry Smith told them to take a week off from classes and make a thorough study of the cafeteria, everything from the selection of menus to purchase of food and finances. They compared their findings with Parker and another school. As a result of the study, the manager of the cafeteria was fired; he apparently had been pocketing part of the receipts.

Phil Starr '36 remembers that grades during that time period were referred to as Group I (A), Group II (B), Group III (C), et cetera. This sounds like a case of "A rose by any other name. . ." Be that as it may, Phil remembers David Corkran, his history teacher, calling him in at the end of his junior year and telling him that he didn't want him to get any grade higher than a "C" as a senior. He said that he was too serious and working too hard. Phil took the advice and still got into Harvard, but it was hard to get himself "back into the grind" again.

Moving the Cannon

Corkran, who joined the English faculty in 1926 and lived in Leicester Hall as a young bachelor, remembers Perry Smith telling the faculty, "Now some of these families are making a real sacrifice to keep their kids in this school, so you better do something real!" He recalls faculty meetings on Thursday evenings from 7:30 until 9 p.m. Perry Smith would start the meetings with his well-used and underlined copy of Colonel Parker's book of philosophy and practice of education. In addition, three or four times a year the faculty would discuss every child in the division, beginning on a Tuesday at 3:45 p.m. and finishing at 6 p.m. on Thursday or Friday. Didn't any of the faculty protest? "No," Mr. Corkran replies. "The word was that this was 'the Country Day and Half the Night School'!" Perry Smith would say, "We've all got to work together on these kids." Often, he would draw on his military experience to find the appropriate metaphor to inspire his teachers. Smith's training in the artillery provided a favorite story of Corkran's:

> They had six horses harnessed to a cannon. The cannon was stuck and wouldn't move. We simply put every man in the battery on the cannon. And when the driver said, "Get up and go," the horses pulled, the men all shoved, and the cannon came.

"That's the way he looked at some of the problems of the School," Corkran reflected.

Lower School Curriculum

The curriculum in the lowest grades at this time was also focused on raising the children's consciousness about living within a group. The 1934 *Mirror* described the kinds of projects the younger grades worked on:

> The kindergartners spend most of their time learning to live with each other and in getting acquainted with the school surroundings. The first graders, beside learning to read during the second half of the school year, find out how the village life is conducted. They visited some of the stores in Winnetka, and have made a model store in class. They raised or are raising things sold in stores, like honey and garden products. The Halloween play is given by the second grade, who widen their studies to include the

peasant life of all nations, while the third grade returns to America and Indian life. A lot of the 3rd grade's reading is done about Indians; the children work on things which the Indians used to make; and they usually give several plays to the School about Indian life.

Fourth graders study the life of the Ancient Greeks. This year they produced a Greek play about Ulysses in Phaeacia, which they gave to the School just before spring vacation. The fifth grade studies about another nation, the Vikings. Later they read about the Medieval Period in Europe and especially King Arthur and his court. The May Day play is the result of their work. The fifth grade continues the Middle Ages into the period of exploration of the Western Hemisphere and of the Indian and Pacific Oceans. The most important thing the fifth graders did was to make a study of civilization in Central and South America before the coming of the white men and of the Spanish conquest.

Importance of the Teacher

One of the assumptions of progressive education was that the child was as deeply imprinted by the person of the teacher as by the nature of the content. From the beginning of the School, the faculty represented a community of remarkable human beings. Sixty years later, alumni recalled their favorites.

David Howe '33 reaches back into his memory for his list of teachers:

> . . . Their one common factor, for my list, was that they were all chosen and led by Perry Dunlap Smith, who of course heads the list.
>
> But my list starts with a doubt: I don't remember whether Mrs. Sands was my first or fourth grade teacher. Was she shepherds or Greeks? I think she was Greeks, but then who was first grade? Miss Kee was kindergarten, in Leicester Hall at the top of Diller Street over by a later third base. It was a teacher residence hall, too. Other primary grades were back in Eliot Hall, stucco. Miss Griffin was second grade and, to confuse memory, she was followed by two Miss Griffiths, the red-haired one in third and the Egyptologist GLG ("See Me," "Do It Over - GLG") in sixth. Miss Hale, also red-haired, was colonies and pioneers in fifth. Fifth, sixth, and music were in West Hall, clapboard, converted from one of Knollslea's ancient satellite buildings.
>
> Mr. Bollinger was shop and later business manager; Miss Louisa May (Alcott?) Greeley was bloomer-and-middy athletics; and of course Jack Anderson, "Doc," was permanent boys' coach until Mac McCarty takes over his permanence. Let us not forget Doc's valiant early efforts in sex education. PDS "did" the girls and Doc "did" the boys. Who remembers "Mr. Henry," Doc's brother and assistant, and Les Page of the whirling Indian clubs?

As my list progresses with me to the upper school. I think grades seven through twelve were all in Dunlap Hall by then — I must include the ones I never "had" — the ones I missed in lower grades or never quite reached in upper school. "Uncle Ray" Carlson and Ron Gleason in the former category, and in the latter, those stalwarts who set the tone for a generation: Brer Riddle, Madame Stoughton, Howard E.A. Jones and Mrs. [Julia] Childs. I guess I had Brer Riddle because I remember so many things he used to say, and I had Mrs. Childs in ancient history but never in Latin. Bob Millett taught me what he could of Latin, and it was more struggle for him than for me.

Who taught English before Mr. Corkran and Miss Gilbert? Who taught science before Miss Wied and Mr. Lund? Who taught math before Lewis Taylor did?

You remember Miss Bacon in art, upstairs in Knollslea, Arthur Landers before Ramsay Duff in music, Miss Montgomery (Mrs. Corkran), and Margaret Radcliffe in dramatics, but do you remember Mr. Hough in Latin and Mrs. Brooks in French? There were other French teachers but my French block carries over to their names.

Chuck Haas '31, whose memory didn't block French, recalls Madame Stoughton:

I was one of the few who actually learned to read and speak with some fluency; in later life I lived and worked in France and became essentially bilingual. Madame Stoughton was so touched to have at least one student who clearly loved French that I suppose she could not bear the thought of my roasting in hell for all eternity with my co-religionists. One day, with a tender look she handed me a little green book: the Douai French translation of the New Testament. I still have it.

Then there was Miss Bacon, the art teacher, who had a profound but less personal and intentional effect on Haas:

. . . an almost casual answer to an almost accidental question. A friend of my mother came back from a trip to Japan with a present for me of a modern Japanese print by Hasui Kawase. It was not great art (by hindsight), but I fell in love with it, and questioned Miss Bacon about wood-block prints which incited a lifelong love affair with Harunobu and Utamaro. My friend and classmate, John Adair [who later became an anthropologist, an expert on the Navaho] developed an interest in prints at the same time. In pusuing our mutual interest, we ended up in the print department of the Chicago Art Institute where we met the curator's assistant, a young man named Hugh Edwards who limped from a crippled hip. His loneliness growing up handicapped in Paducah, Kentucky, had sensitized him not only to the plastic arts but also to literature and music. Eager for companionship, he richly repaid it: first, he laid the print department open and introduced us to contemporary art; second, his

comments led us to the treasures of the rest of the museum; third, he talked to us about the other ruling passions of his life — Dostoyevsky, Faulkner, Gide, D.H. Lawrence and Duke Ellington.

After months of immersion in modern art and its ancestors, John Adair and I decided that the whole school should be exposed to painting, sculpture and architecture. We got Mr. Smith to give us a now-and-then Morning Exercise. The Art Institute was lavishly generous with us, and we took turns presenting the entire history of western art — Queen Nefertiti through Greece and the Renaissance — down to twentieth century France and on to Picasso, Lurcat, Miro, Frank Lloyd Wright and Le Corbusier.

Two high school boys' intellectual and aesthetic adventures found a hearing and a celebration in Morning Ex, the community gathering of the School. The experience of Haas and Adair captured the essence of what the vision of the School was all about: excitement in learning, reaching beyond the campus and sharing with the community. Haas' memories, however, are not yet complete:

We are approaching Commencement, 1931, but before graduation, I must try to evoke the presence of two magnificent and unforgettable teachers: Joseph B. Riddle and David Corkran.

First, Mr. Riddle (known as Brer Riddle) because we encountered him first in the ninth grade. He was a short muscular figure with grey-white hair, beetling grizzled eyebrows and craggy features. In his teens, he began his adult life as a steel worker, gradually educated himself and eventually took part in the Teddy Roosevelt "muckraking" era, acquainted with Lincoln Steffens and Ida Tarbell. For a time he assisted Jane Addams at Hull House, a settlement house on the west side of Chicago. He became a teacher, and eventually arrived with his wife and three children in Winnetka where he lived on Oak Street and worked at North Shore teaching American history and ninth grade civics. "Civics" was ostensibly a course on our American political structures — federal, state, county, and municipal — executive, legislative, and judicial — what the structures were, how they were supposed to work, and how they really operated. His teaching was vivid, thorough and impassioned, and he always had a hidden agenda, a will to convey by some magical means to the privileged children of the suburbs what it was like to grow up and live in Youngstown, Ohio, or Gary, Indiana, or Chicago's West Side, what it meant to struggle against hunger, poverty and disease. Mr. Riddle fought a losing battle: we visited courts and city halls, but you can not sightsee in the slums, and it was almost impossible for us to imagine circumstances to which life had given us no clues.

I recall his telling the class that when winter came, the families around Hull House sewed long underwear onto their children until spring. If one digests this information, it breaks down into shattering visual, auditory and olfactory images. However, one girl, misunderstanding, said "Didn't it

hurt?" and the whole class laughed. Mr. Riddle threw an eraser at her, but intentionally, as usual, he missed. Some of us sensed his heartbreaking battle, renewed each year, doomed each year to partial or total defeat — while he very successfully taught history and civics. One by one he recognized those whose minds and hearts he had reached. In my case, this is what happened:

He suggested a book to read, in fact he lent it to me: "The Cloister and the Hearth" by Charles Reade, a novel of the life and the time of Erasmus, with a burning message of tolerance for dissent. Then he handed me "Hypatia" by Charles Kingsley, a tale of ancient Alexandria whose message was also tolerance — and a hint of what today would be called "women's lib." These events took place after I left his class and all through high school. Next he lent me Walter Pater's "Marius the Epicurean" where I learned about estheticism and art for art's sake. Years later I thought of Mr. Riddle when in Yeats' autobiography, "The Trembling of the Veil," he ponders the sad fate of his 1880's contemporaries like Lionel Johnson and John Davidson, poets of talent who killed themselves or drank themselves to death. Yeats ascribes their fate as possibly due to "Marius the Epicurean" because Pater "taught us to walk upon a rope tightly in serene air, and we were left to keep our feet upon a swaying rope in a storm." My feet, however, were kept on the ground when Mr. Riddle followed Pater with an antidote: "The Sense of Beauty" by George Santayana. . . . Was I being educated?

Once in my teens, at a time of heat and friction in my war of liberation at home, Mr. Riddle said to me: "Why don't you stop bullying your mother?" That did not solve the problem, but it gave me a fresh point of view.

There came a day, walking home together down Oak Street, when he handed me a large square flexible paperback on whose blue cover was printed "Ulysses — by James Joyce." I had never heard of "Ulysses," it was banned in the United States, this was the Paris edition from Sylvia Beach's Shakespeare and Company. It was a thunderbolt. No one had told me it was difficult, so of course it was not. From "Stately plump Buck Mulligan came from the stairhead . . ." to ". . . yes I said yes I will yes" — I was under the spell of a world conjured up by words. I still remembered how the paper smelled. In 1932 in Paris I bought my own blue-covered copy; I still have it, but now it only smells of old age. But yes I remember yes indeed. A mention of Joyce to Hugh Edwards took me to D.H. Lawrence, Huxley, Evelyn Waugh's "Vile Bodies." How can I recover and paint for you the intensity of those days of discovery?

When I graduated, Mr. Riddle very privately handed me a present: "Civilization and Its Discontents" by S. Freud. I still have it, very worn, inscribed by him. He must have been in his fifties in those days, more than half a century past; but as long as I remain conscious, Joseph B. Riddle is alive.

So we come to David Corkran, the other most intelligent, skillful, intuitive and inspired teacher I had at The North Shore Country Day School, one who influenced my life even more than Mr. Riddle. He taught equally well both English and fourth year American history. I so respected and admired him that I wanted to do better than my best for his classes.

By request, my mother invited him for dinner, and I took pride in showing him my books, especially poetry. He said, "but you stop in the nineties; there's no one from today." I asked him to whom he referred, and he mumbled some names I've forgotten, but I was mortified. Mortification led me to E. A. Robinson (cover-to-cover), Frost (less enthusiasm), Lindsay, Masters, Williams, Stevens and finally, in an anthology of recent "Prize Poems," I came upon "The Waste Land." As with "Ulysses," there was a lightening flash of recognition. A few years later, when I took a course in contemporary literature with T.S. Eliot, I was ready. I had read everything, verse or prose, he had written to that time. Without Mr. Corkran's comment, I might still have been pondering "The Hound of Heaven."

Here are a couple of other Corkran comments I remember, not because they were inherently important, but because they brought a high-flying student down to earth, to a sense of proportion. In some paper when we were reading *Paradise Lost*, I wrote a comparison with "John Brown's Body," saying by the way that Benet's use of varied rhythms and lengths of line matched his subject matter and avoided monotony. Mr. Corkran wrote in the margin, "Do you really think this compares with the tramp, tramp, tramp of Milton's mighty Infantry?"

A certain Felix Borowski wrote the program notes for the Chicago Symphony in a flowery, adjectival prose more baroque than Bach and more chromatic than Wagner. I turned in to Mr. Corkran an assignment packed with fine writing. In the margin he wrote, "This sounds like Felix Borowski or Fashions of the Hour." My style became more chaste.

One day that changed my life, Mr. Corkran asked me in to see him privately. I remember it was a second-floor classroom at the southeast corner of Dunlap Hall. He told me to have a seat because he wanted to talk with me for a while. He said I was bright and I was getting older, and the combination could as easily turn out a handicap as a help unless I grew in understanding while I grew in size. "As you mature," he said, "you'll begin to be aware that you're more intelligent than many of your elders, including your teachers." "For example," he said, "you're probably brighter than Mr. Riddle." "But," he added, "circumstances being as they are, the longest day you ever live, you are unlikely to achieve his depth and richness of character; he has been places you will never go, and learned things you will never know. So don't look down on him if you find you can think faster than he can. Look up, he has more to think about." "Keep in mind," he said, "that brains are a small part of the human being. Each one of your classmates can do something better than you can. Forget about how

quickly their minds work, look for where they excel, and value them for that. Arrogance will impoverish you, humility will enrich you."

"Human beings come in endless variety. Some have genius for playing the violin, some have talent for cooking, some can tell what ails a motor by listening to it, some have a quality of sympathy which gives them friends wherever they go. None of those characteristics has any necessary connection with intelligence, although intelligence may greatly enhance them. So assess your qualities at their real value, no more, no less, and assess the character of others not for where it is inferior, but for where it can embellish your life."

In truth, I do not remember or quote him word for word; but that was the gist of it. We talked for a while and I thought long and hard about his advice. I often think of it. Without it, I would have become someone else, someone quite different.

Teacher Training

Where do teachers like this come from? Perry Smith had the ability and insight to attract them. But it is one thing to staff a school with fine talent and another to develop and nurture that talent. Smith did several things to train his teachers. First were his famed weekly sessions with the new recruits. Second was the autonomy which he gave his staff because he respected their expertise. They took this freedom seriously and responded with creative curricula. Third was the innovative masters-in-teaching program which he developed with Carleton Washburne of the Winnetka School System and Flora Cooke of the Francis W. Parker School in Chicago.

The word is that when teachers were new at the School they would meet weekly with Perry Smith during the first year to discuss educational philosophy and specific questions or problems that might come up. Myth has it that the neophytes would sit at the feet of the "master." When one former faculty member was asked about this, he laughed and said, "Well, that might have happened — but only because there weren't enough chairs."

The development of curricula was a recognition of the expertise of the teaching staff and at the same time a way of nurturing that talent. Perry Smith described in the May 1942 *Alumni Bulletin* the method he worked out with his teachers in developing their curricula for the year:

Each year the teachers start out to study their new groups of pupils to determine as far as possible the needs and characteristics of that particular group. Only after that has been done is the course of study made out in detail for the year; and even then it does not necessarily have to be adhered to if some subsequent observation should convince us that something better could be done. The teachers themselves make out this curriculum and hand

it in to me. After I study these plans, they are discussed with the teachers and in faculty meetings, and then bound in a book and kept for reference for all the faculty.

This method of building the course of study "from the ground up" is decidedly rare. Many teachers who join our staff are astonished at it, for they have been used to having the curriculum "handed down from on high," ready made as it were, and are not used to thinking through such problems for themselves. It does, of course, take a teacher of considerable ability and judgment to do this; a weak teacher or an indolent one will not be able to measure up to such responsibility, but we do not want to risk children with weak or mediocre teachers anyway, and the system has a strange way of bringing its own reward because of the way it develops and increases the stature of those who use it. (The Commission set up by a Carnegie Foundation grant to study the best method of training teachers while in service was greatly impressed by what we have done in this direction. We are the only private school included in this nationwide study.)

How to train potential educators for teaching in the progressive schools became a critical issue in the early 1930s. Smith's friend and colleague, Carleton Washburne, superintendent of the Winnetka Public School System, had by now become nationally known for his educational experiments. The men talked frequently about the need for adequate teacher training for the kind of schools both of them were running. Perry Smith had an additional reason for seeing the necessity of a good training ground.

Sometime around 1930 The North Shore Country Day School withdrew from the North Central Association of Schools and Colleges, the accrediting agency in the Midwest, over a dispute regarding a faculty member. Smith recalled the episode in a May 1949 *Notes*:

. . . While this Association has worked long to raise the level of training among teachers, its worthy purposes have been offset by resort to bureaucratic regulation of the amount and type of education which all teachers must have. The central figure in the dispute was a young scholar of such unusually promising ability that not only was he pronounced to be one of the best young teachers he had ever seen by the official inspector, but also he was snatched away from us during the controversy by the University of Wisconsin.

On the one hand, he was a fine teacher, thoroughly prepared in the field of Latin, and held degrees and highest scholarly honors from a university of top rank in the Association itself. On the other hand, his academic background did not include sufficient courses in pedagogy to satisfy the technical requirements of the Association. Strict adherence to the regulations in question would have interfered with maintenance of the highest standards of the School. Our request for a waiver of these

requirements was refused. Therefore, we withdrew from the North Central Association as a protest against such a stifling kind of bureaucracy.

Our withdrawal precipitated that of several other schools, notably the Francis W. Parker School and Lake Forest Academy. Once outside of the Association, it is our responsibility to remain academically strong and to show that we benefit from the freedom from regulation. Without the supporting arm of the North Central Association, the School has gone on to choose faculty members of unusual ability and to maintain academic standards beyond suspicion in the eyes of the public. Toward this end, we were one of the co-operating schools which set up the Graduate Teachers College of Winnetka. This is a small group of young men and women, carefully chosen from good colleges, whose training consists of a year of scholarship backed by discussion with men in the field of teaching and by apprenticeship in a classroom. Interestingly enough, their work was so spectacular as to draw the attention of educators in other parts of the country, and finally to result in the Teachers College being granted the right to award the degree of Master in Education, a degree which has, in turn, been accepted by the North Central Association. Thus, not only has the stifling effect of bureaucratic regulation been avoided, but also the bureau has come to honor the methods of teacher education which were first established in protest.

The "Golden Mean"

Perry Dunlap Smith could well be proud of his achievements. He and his School seemed to have discovered "the golden mean" among three possible options before him at the time: the sterile and rigid educational methods of the traditional preparatory schools; the anti-intellectual, non-challenging curricula of the public schools of the time and the "anything goes," undisciplined atmosphere of the radical progressive schools. He felt that he was not only preparing his students for college but, more importantly, for life.

As a director of the Institute of Psychoanalysis in Chicago, he was keenly concerned with the development of the whole child, the value of contact and interaction among various age levels of children, the development of school spirit kept within healthy bounds, the provision of opportunities for decision-making for all students and the expansion of avenues for emotional expression through the arts.

In fact, it should be said that Perry Smith regarded the "college preparatory" aspect of the School as its *least* requirement. Twelve or thirteen years of a life cannot be merely preparatory. He aspired for the School to be a learning community, an environment in which life could be lived creatively, in which young people could grow into their highest potential for the age through which they were passing. This in itself would prepare them for new experiences and challenges to be enjoyed, surmounted and surpassed.

The Graduate Teachers College of Winnetka

The formation of The Graduate Teachers College of Winnetka, or "GTC" as it became known, was a significant example of the bringing together of three components essential for some kind of cultural breakthrough: a crisis — such as the one Smith described; a need — namely for teachers trained in the progressive philosophy; and creative problem solvers — as were the individuals who founded the institution: Perry Dunlap Smith, Carleton Washburne and Flora Cooke. Part of the story of the founding of the College is based on an interview between Carleton Washburne and John Leighton Tewksbury recorded in "An Historical Study of the Winnetka Public Schools from 1919 to 1946" [a doctoral dissertation for the School of Education of Northwestern University, 1962]. The details were corroborated later in an article written by Perry Smith.

In 1930, Washburne related to Tewksbury, a meeting was sponsored by the Rosenwald Fund for the purpose of exploring ways of training teachers in the theory and practice of progressive education. Washburne was on the same train returning from the meeting as Perry Dunlap Smith of NSCDS and Flora Cooke of the Francis W. Parker School. They talked late into the night about the need for adequate teacher training for staffing their respective schools. The idea was raised of "the possibility of starting a small teacher training program as a joint effort. . . ." Three other progressive schools — The Shady Hill School and Beaver Country Day School, both in Boston, and the Bank Street Cooperative School for Teachers in New York — were also experimenting at that time with intern teacher training programs.

Carleton Washburne wrote about this cooperative venture in his own book, co-authored with Sidney P. Marland Jr., *Winnetka: The History and Significance of an Educational Experiment*:

> . . . Fortunately, Perry Smith and I had common ideals, and there was always warm friendship and cooperation between us. [They had first met as children and students at the Parker School. So it was fitting that Flora Cooke, principal of Parker, join the enterprise.]
>
> In establishing the Graduate Teachers College of Winnetka it was natural, therefore, to turn to Flora Cooke and Perry Smith for cooperation. They would strengthen the training of our students, would give variety of experience, and, very important, they would provide training for senior high school teachers.
>
> So the three of us became "Educational Directors" of the Graduate Teachers College and induced members of our respective boards to become the legal corporation to establish and maintain the college.
>
> The most important member of the staff was to be a full-time dean, since none of us Educational Directors could give the time and attention that the students would need. We fortunately found the ideal person for this key

> position in Mrs. Frances Murray, an outstanding teacher in the Junior High School in Winnetka. She had the energy, vigor and enthusiasm we wanted. She had great understanding of young people. She was a first-rate organizer. From its foundation (1932) to its end nearly a quarter of a century later (1954), Frances Murray was the dean — and the heart — of the Graduate Teachers College.

In addition to the educational directors and the dean, there were staff members, drawn from the faculties of the three participating school systems, plus a psychiatrist and psychologist in Winnetka who gave the courses in psychology and mental hygiene. Only the dean drew a salary, and that was very modest indeed. The faculty members donated their services as supervising teachers and/or seminar leaders.

According to a GTC catalog, there were four parts to the training course:

> First, there is teaching under supervision in the cooperating schools. Normally a student spends half of each day observing and teaching; and he usually divides his total time of training about equally between two of the three cooperating schools. If, however, another plan seems more likely to meet his individual needs, this arrangement may be modified.

The advantage of the cooperative relationship of the schools was that the interns had the experience of teaching in both a public and private school as well as at two or three age levels.

> Second, there are seminar conferences. Each meets in the late afternoon or evening, once a week, under the direction of specialists on the faculties of the cooperating schools. Round table discussions based directly upon the plans for and work with children are supplemented by wide outside reading. A student usually takes from three to five of the seminar conference courses each semester. These include courses in philosophy, child development, general study of elementary and high school, and a special field such as nursery school, social studies, et cetera.

No special college campus or buildings were needed because the course work could be done at the cooperating schools, in empty classrooms, in offices or sometimes even in the dean's home.

> Third, there is directed reading, planned to meet each student's individual needs and interests and replacing the lecture system common in colleges. The College has at Skokie School, Winnetka, an adequate working library. In addition, arrangements have been made with Northwestern University and National College of Education for the full use of their libraries.

The students were encouraged to take on projects that satisfied their special needs or interests. No textbooks were used, rather the students were stimulated to read from a wide variety of sources.

> Fourth, specialized field work is provided in connection with the seminar conferences and directed readings. This entails supervised study and work with children. Each student concentrates on a single phase of his professional preparation in which he desires to specialize. . . . His choice of the type of teaching for which he wishes to prepare determines his field work.

As Tewksbury commented in his study of the Winnetka School System, the GTC program was attempting "to put into practice at the graduate level the principles of 'progressive education." "The program was tailored to fit each individual student." . . . "[T]here were no term papers, examinations or grades." The emphasis was on the teaching internship.

Jack Ellison (faculty member at Parker and later, principal) was a member of the first class of the Graduate Teachers College in 1932-33. He came to Winnetka from his home in Canada at the suggestion of a friend who knew Carleton Washburne and "this experiment he was starting." Ellison stayed at a private home in the village while he was a student at the college that year. According to the college catalog, "students are usually housed in private homes." At the end of the 1940s (the time period of this catalog) the typical cost of a single room and two meals a day was about $15 to $20 a week. Transportation costs from Winnetka to Parker in Chicago were estimated at perhaps $20 to $30 a year.

Tuition at GTC during the 1930s was $250 a year, by the end of the 1940s, $350. Financial assistance was available in the form of loans or teaching fellowships. The teaching fellow, because of the extra work, would spend two years rather than one year going through the program. In an interview with the dean of the college, Tewksbury was told that "because of the extent of donated services on the part of the instructors and because of the number of students who received financial assistance . . . the College was, for all intents and purposes, a philanthropy."

There was no question, however, of the superior preparation for teaching which the graduates of the College received. Within a few years of its establishment, the College was attracting international recognition. Tewksbury indicated that "by 1936 there had been students from Austria, Germany, China, India and Canada." The diversity of the student body was its greatest strength because "they had much to share with and learn from one another." The student body was never large; it ranged from a low of two in one year to a high of twenty. The average number was about twelve. Washburne pointed out that "the Vienna psychologist, Alfred Adler, and the Swiss psychologist, Jean Piaget, were among those who sent us students."

The college was never a mainstream educational institution, and, as such, always had problems with accreditation. Because it was not recognized by the North Central Association of Colleges and Secondary Schools and the American Association of Teachers Colleges, GTC and several other teacher training programs organized their own association: The National Association for Intern Teacher Education. The college catalog of 1947-48 tells prospective students that:

> . . . a Master's Degree in Education is awarded to those students who qualify for it by the excellence of their work and their understanding of children.

Tewksbury pointed out that until 1940, no degree was awarded. But in 1940 the directors decided to grant the Degree of Master of Education both because the degree was becoming a criterion for additional pay for teachers and because some universities were now offering work dealing with aspects of progressive education and even giving academic credit for internship experience.

The catalog continues:

> The College is fully accredited by the National Association for Intern Teacher Education. Its work is accredited by the State of Illinois. Both Harvard University and the University of Chicago give recognition to the work done as satisfying in part their requirements for a higher degree in Education.
>
> The College was approved for the education of Veterans under the G.I. Bill (Public Law 346).

The catalog warned, however, that the internships could be exploitive, that is, "a means of enabling a school to employ inexperienced teachers at a salary below its accepted scale. . . ." High standards and protection of teaching interns were important purposes in the organization of the The National Association for Intern Teacher Education.

The Graduate Teachers College was an ingenious idea to solve a critical problem. Why, then, did it cease after twenty-two years? Washburne in his book reflected on the reasons:

> Time and circumstances . . . brought an end to the Graduate Teachers College of Winnetka in 1954. Flora Cooke retired in the earlier years of the College (1934), her immediate successor (Herbert Smith) in 1936. I left Winnetka to become Director of Education for the Allied Military Government and Allied Commission in Italy in 1943, and was followed by five successive superintendents. Perry Smith retired in 1954. Those who had conceived the Graduate Teachers College were therefore no longer available to attract students and guide its destiny.
>
> At the same time the education of teachers throughout the United States was greatly improving. Students were receiving a much broader liberal foundation and courses in education were improving markedly. Much of what distinguished the Graduate Teachers College of Winnetka could by now be found in large, well-known institutions. The need for the Graduate Teachers College had diminished.

So, after twenty-two years of distinguished service, the Graduate Teachers College of Winnetka ceased to be, but the teaching staffs of the three founding systems continued to be enriched by its graduates into the early 1990s.

Building a New Lower School

In addition to the Eight-Year Study and the founding of the Graduate Teachers College of Winnetka, a third grand experiment during the decade of the 1930s was the creation of a new lower school. Not just any building would do. Progressive educators realized that the kind of environment in which children are taught has a great impact on what and how they learn. In addition, an extraordinary new elementary school building was being planned by the Winnetka public system. Certainly, NSCDS did not want to be left behind.

The day of the formal opening of the new lower school, March 6, 1938, *The Purple and White* devoted its issue to articles about the planning and building of the new school as well as to articles about the campus in general. The new building was named in honor of Willoughby G. Walling, whose leadership as president of the Board of Directors at the time of his death influenced its planning and construction. The evolution of the plans for the building were described in the student paper:

> In 1935 the School's Board of Directors first felt a very pressing need for additional lower school equipment. It is realized that the old plant was entirely inadequate, and that if the lower school was to continue, it must have new housing. Therefore, it began its long pursuit after a satisfactory scheme for a new building. In June 1935, Mr. Edwin H. Clark, the school architect, began drawing plans for the board's consideration. Literally hundreds of blueprints and drawings were prepared and discarded before the Board decided to start work on the present building.
>
> The first possibility discussed by the Board provided for the construction of a frame house for the kindergarten and first grade alone. This plan was soon discarded, however, for everyone felt that it would bring but temporary relief. Next, blueprints were prepared for a new kindergarten room to be added to the east side of Leicester. This plan too, the Board felt was inadequate.
>
> The authorities then realized that the School would have to embark on some large sized construction work. So the next plan considered provided for a new building to house the kindergarten and first three grades at a cost not to exceed $50,000. The faculty unanimously felt that this building would not solve their problems. It would not give a fair return for the School's money, so it, too, was discarded.
>
> This left the Board with the possibilities of constructing a building for either the lower school or high school. First it considered the suggestion

that a new building be put up for the high school, and that the lower school be moved to Dunlap. This new high school building was to be placed on the site of West Hall. The advantage of that plan was that it placed the lower school near the nice green hill east of Dunlap where they could play. The project would have required $250,000, and everyone felt that it was too expensive.

The authorities were then much intrigued by plans for a new building on the hill by Dunlap. A building sloping up the hill there [where the McCarty Gym is now], offering unlimited possibilities for sunlight, seemed the epitome of the school desires. The Board was almost sold on this idea when it suddenly appreciated the bad traffic problem it would create. New drives and parking places would have been necessary, for the drive by Knollslea would never have taken care of the lower school as well as the high school. Also the entire campus would have been thrown off balance. The class rooms would have been all on one side of the school far away from the gym and auditorium, creating quite a problem in getting the little children back and forth.

At last the Board adopted the only remaining possibility — the construction of a new lower school on the site of old West Hall. Nothing final was done until Mr. Smith returned from his sabbatical leave, in the summer of 1936. During that winter, the final plans were completed, a permit from the village was obtained and the campaign for money begun. In June a contract was let to the Henke Construction Company, the lowest of sixteen bidders. The tearing down of old West Hall followed promptly and the new building was on its way.

Old West Hall — the building that once housed the girls' upper school and administrative offices — and before that, according to Perry Smith, "rumor has it that the building had once been the stables for the Garland estate. . ." In the Alumni Column of the March 6, 1938, *Purple and White*, there was a nostalgic lament for old West Hall:

Remember West? Did you ask me if I *remembered* it? Its every plank, every squeak, every wooden step is part of my far-off youth. I am thinking now of the grey March morning I took off my roller skates on the east steps. The grass was covered with snow, but the sidewalks were bare, and the first breath of spring was whispering in the bushes and around corners. Suddenly there was a scuffle at the door and down the steps clattered Kay Bulkeley and a victim. Kay rushed her to a snow pile, scooped up a frozen handful and rubbed it over the struggling girl's face. The girl had come to school with rouge on her cheeks, a scandalous thing to do, and Kay for the honor of the institution took justice into her own hands.

That was when the girls studied in West and the boys had Knollslea all to themselves except for the lunch room. A little later what is now the reception room grew too small for a study hall, and they came to the second

floor of West and studied with the girls. That was also when the domestic science room was in the basement of West, and the science laboratory of Mr. Price's was in the northwest corner of the first floor. You say you remember the day Louise Badgerow and you took a cake out of the oven during domestic science to see whether or not it was done and upset it in the dish water?

You know Chevy Millard.... Do you remember the time he was overheard asking Mrs. Childs, with a very serious face, if he might peregrinate to Knollslea to get some books? That was in 1922 when he was in eighth grade. Do you remember how each spring Miss Margaret Cornell would get out and plant the perennial garden from the very northwest corner of the campus all along the fence to Elder Lane?

You say you remember Conditional? If you were in the dog house you had to come back Saturday morning to study, and the teacher in whose class you were failing had to come back with you. The students object now to staying after school a while, but how do you think they would like to give up their Saturday mornings?

When town meeting was held in West, when musical Morning Ex was there instead of in the girls' gym, when, ah, when . . . and you say that it is no more....

Where is the little girl who grew up to write this lovely wisp of memory? Where is the parade of youngsters who passed through old West Hall and traipsed over to the old, old gym . . . to Knollslea . . . out into the world? Gone are the children . . . and gone the buildings.

But new children were coming . . . and a new building was needed. It was no easy matter getting that new building built! David Corkran, who had created the special history and literature course during the 1930s, also helped to create the new lower school building. While Perry Dunlap Smith was on sabbatical during the 1935-36 school year, David Corkran stepped in as acting headmaster. He remembers:

The most challenging job I had was in getting the new lower school built — Walling Hall. Perry turned that task over to me. I held meeting after meeting with the lower school faculty to determine what a model lower school should contain, and conference after conference with Eddie Clark, the architect, and with T.K. Boyd, trustee chairman of the building committee. Clark wanted to put up a building to match Dunlap Hall. Perry finally junked that idea and stated that we must have a modern style building to compete with Saarinen's Crow Island School. So it was back to the drawing boards.

I then hit upon the idea that the new building should be built with reference to the maximum of winter sunlight available on the site chosen — in front

of old Eliot Hall, the old middle school building, and next to the auditorium. To achieve this required much measuring of winter shadows caused by Eliot and the auditorium. The result, as you can see, was a stepped back new building — it jogged back and back to get more sunlight. Thus was achieved, unwittingly, the first solar heated school building in the country. Those grade rooms were so hot and sunny in the winter that the teachers had to turn off the heat, open windows and draw shades. As for the appearance of the front, that was dominated by Eddie Clark's experience in designing the Brookfield Zoo — the small mammal house and all that. The design of the back is mine. T.K. Boyd was a most conscientious building chairman. He visited the building site every day during construction, going over the plans for each day's work with the building foreman and checking the next day to see if what had been planned had been done. He is said even to have crawled through all the heating ducts to see that they were properly soldered, etc. I sometimes felt that the building should have been named after him, or at least a plaque placed in it commemorating his conscientious service in its construction.

The interior of the building was as modern as the technology of the time would allow. Another article in *The Purple and White* described its outstanding new features:

> . . . It is the personification of modern functional architecture with efficiency the keynote throughout.
>
> The utmost care has been taken in making the building as near sound proof as possible. The walls of the music and shop rooms have been so acoustically treated that much of the noise is dispensed with. The floor of the shop room is a wonder in itself, being made of 2 x 4 blocks set on end. This construction will absorb a great deal of the sound as well as being unusually durable.
>
> The new building is as comfortable a structure as it is an efficient one. It is heated from the central heating system, as are most of the other school buildings, but is unique in that each room is thermostatically controlled. This means that it can be as cold as the arctic wastes in one room and as warm as tropical Pago-Pago in another. There is also an air conditioning unit to freshen the atmosphere in the building.
>
> The building is so laid out that each room will receive a maximum of sunlight. The wide expanse of windows permit the rooms to be flooded with sun. In order to be able to darken the rooms during rest hours, all of the windows have Venetian blinds. For stormy days there are handsome modern lighting fixtures.
>
> Every grade room has its own coat room, and there is new furniture throughout the building. Each department has been equipped with some new attractive feature. The art room has a baking kiln which will enable

the students to preserve their clay work. The science rooms have walls of glass brick facing the corridors. The upper parts of the hall walls are covered with celotex on which bulletins and objects of general interest may be placed.

Nothing was overlooked in making the building safe and comfortable. Every stairway has two banisters, one of which even the smallest can cling to with comfort.

Years later new replacement furniture was needed for the lower school. Lorenz Aggens (business manager 1955-66) tells of agonizing over its selection:

> . . . Perry Dunlap Smith [this is after his retirement as headmaster] comes rushing into my office and says, "What are you doing? Those desks are carefully designed!" We were looking at Brunswick furniture [in a catalog], with the lid that lifts up, and there is a metal box with everything in the desk in one big pile under the lid. Perry continues, "It has to have four drawers! Don't you understand that?" And he gives me this lecture about school furniture. It turns out that this [original] furniture had been designed by Perry and constructed at Stateville Prison to his specifications — to provide a home for the kids — a home at school for the kids. It was a sacred place. No teacher was allowed to look in those drawers. You smelled something coming from the desk — you dealt with the kid, not the desk.

The Middle School

During the first decade of the School there was not a separate middle school. The first six grades plus kindergarten were considered the lower school and grades seven through twelve, the upper school. As enrollment grew, classroom space became a problem. The solution at the beginning of the 1930s was to remodel Leicester Hall, where some of the faculty had been living, into a middle school for the seventh and eighth grades.

Nancy Wolcott Ebsen '36 remembers:

> In 1931-32 the seventh and eighth grades moved back to Leicester. Who was the gorgeous red-headed male teacher who always wore tweeds? Did he take Mr. Corkran's place during a sabbatical? . . . What about those one-shot teachers who made a big impression: Polly Ruffner who taught us Chinese history in seventh grade, Mrs. Cerny who took over part of Miss Gilbert's class and exposed us to *The Return of the Native*? Mr. Cerny was in the Art Department. . . . Mr. Riddle said things like, "Oh, there's the bell for lovely Nell for she has gone to . . . lunch." . . . [And there was] Mme. Hosier who used to commiserate with us: "Nous sommes victimes de la guerre." . . . I remember [in Mr. Taylor's math course] wiping dust off the tables in

his classroom during the Dust Bowl storms before we settled down to trade in our village of businesses.

The 1934 *Mirror* pointed out a problem that developed:

> During the past few years, or since the middle school became a separate part of the School in a building of its own and with its own student government, the three schools have been splitting apart. By this we mean that the same spirit of cooperation is not there and that the people of the different buildings do not see each other enough to know each other well. The lack of people at the athletic contests is an example. The children of the two lower schools do not take so great an interest in what the high school does in athletics or anything else, and this is felt to be a great loss to all three groups.
>
> The question is what can be done to remedy this? Many ways have been suggested, among them that of putting the middle school back with the high school, or of joining the two governments. We do not expect to be able to bring the old feeling of cooperation back right away, for the School is larger, and therefore it will be harder to get to know everybody and to take an interest in everything that goes on other than what one's own group does. However, during the year we think there has been a great improvement, and there is every reason to believe that this improvement will continue in the future and that we will once more gain the old school spirit, of all of us being a whole and not three distinct bodies, and of all of us working for the whole and not for ourselves and our group.

School spirit, which was so essential to the whole School's concept of itself as a family, was sometimes difficult to maintain across divisional lines, but within the upper school the most potent creator of spirit was certainly the annual Gilbert and Sullivan opera.

The Opera in the Thirties

The person who supported Gilbert and Sullivan most, next to Perry Dunlap Smith, was Nina Babcock Bailey, but she was gone with the new decade. The new music director, Arthur Landers, valiantly produced *The Mikado* in 1930, but he didn't care for Gilbert and Sullivan. In 1931 he chose, instead of the opera, to direct a concert of classical choral music. By 1932 he was no longer on the faculty at NSCDS. He spent the next forty years of his life as chairman of the music department at Phillips Exeter Academy in New Hampshire.

In the fall of 1931 a highly gifted music director, Ramsey Duff, came to North Shore from the University of Toronto. Once more Gilbert and Sullivan became a favorite spring ritual. *Iolanthe* was the 1932 production and the first to be repeated; it had last been presented in 1926. Also repeated (from 1925) was *The Gondoliers* in 1933. The art and shop departments worked together on the stage sets. The mothers

spent weeks in the costume room transforming the high school population into "gallant gondolieri, attractive contadine and elegant royalty." An orchestra was hired from Chicago. Although [the musicians'] playing was flawless, they could be present for only one rehearsal prior to opening night. Needless to say, this was not an ideal situation. In 1934, with the production of *The Pirates of Penzance*, an orchestra was put together from members of a new school orchestra and several musicians from the area who were familiar with the School. The local orchestra, despite its amateur quality, contributed greatly to the opera's success.

Princess Ida was the 1935 selection. According to the "Purp," [*Purple and White*] it is no small task making "lithesome court ladies and dashing courtiers out of buxom [field] hockey players and brawny football stars." On opening night "the cast got a scare when Princess Ida hurt herself falling into the so-called river." By the next night "the river" was padded by the headmaster's mattress.

Patience was the 1936 production and *The Mikado*, 1937. In 1938 *Iolanthe* was performed for the third time. The stage designer that year was Roger D. Fisher '39, who will become internationally known thirty years later as an expert in negotiation skills. His description of setting the stage for a NSCDS opera appeared in the March 8, 1938 *Purple and White*:

> Last week's "Purp" had a few mistakes about the opera, (but what can you expect from Sophomores?). Contrary to their statement, there is to be no Buckingham Palace on the stage or within 3,000 miles of it. We are, however, going to have as exact a copy of Westminster as we (editorial) can design and as authentic as we (plural) can produce. We have only been working on the scenery recently and do not have two months to build it; we have less than two weeks. Our backdrop, we hope, is to be completely repainted with a beautiful meadow and a bubbling brook.
>
> Last Saturday we went to the Des Plaines River to get some rustic boughs for making an 18th century bridge out of an ordinary stage platform. We, the expert, in showing the rest how to cut these boughs, fell out of the tree and onto the ax. Resourceful Tommy didn't bring any rope, so we tied them on to the car with our shoelaces and drove home.
>
> Now for a description of what you will see on the night of the 18th [of March]. The curtain opens with Warren throwing his weight onto the ropes. A host of dainty (?), little (?) fairies soon dribble and meander like a wavering rainbow across an archaic landscape. Near the back on the left is a very architectural looking hill. Across the back right-hand corner trickles a burbling, gurgling, tinkling riverlet. (Anyone applying for the job of burbling, see the stage-manager). Over this runs our rustic span emptying the peers and all who pass over it onto the middle of the stage. There will also be a rather soft and pliable looking tree behind the hill.
>
> The second act is very architectural. On the right side are two towers to Westminster. There are steps all the way across the back beginning about

eight feet from the back wall. On the top of the steps and a couple of feet back is a row of arches; behind the arches is a passage, permitting entrances from both right and left. The sentry box will be forward on the left side.

The stage crew is making almost all of the scenery which we (editorial) mostly designed.

This experience was only one of many, suggesting the kind of learning going on outside the classroom.

Every year the School anticipated the dance after the opera. It followed the Saturday evening performance and went until 1 or 1:30 a.m. Upper school students as well as faculty, parents and members of the audience were invited.

The Gondoliers brought the decade of the thirties to a close. An epidemic of the flu that spring caused the performance to be postponed until two and a half weeks after spring break, greatly to the relief of the cast and crew who desperately needed the extra time.

The days, the weeks, the months turned into years, and the decade was marked off by its seasonal rituals. Young people came to be educated and then passed on from the School while the world outside the campus was facing a national crisis.

The Depression Years

There was very little sign on campus that there was a Depression going in the outside world, according to faculty member David Corkran. There was no drop in faculty salaries. Money was successfully raised to build the lower school. The upper school had full enrollment. The only clue that there might be an economic problem was that enrollment fell off for the lower school. In fact, this was a major reason for taking on the building project of the new lower school. In 1940 the enrollment was up again for the lower school, but more boys than girls were needed to balance the classes.

A basic problem existed for lower school through the twenties and thirties: the upper school was looking toward college while the lower school faced the competition of the Winnetka Public Schools which under Carleton Washburne were progressive and admirable. Consequently, especially in the Depression, some families may have preferred to save a few hundred dollars a year and enter what they perceived as the college track at NSCDS in the seventh or ninth grade. Oddly enough, other North Shore families sent their children through NSCDS only to transfer them to eastern boarding schools for the final two years of high school.

By 1937-38 the tuition had risen the following amounts from the 1920 figures: kindergarten from $125 to $175, first grade from $200 to $320, fourth grade from $300 to $410, seventh grade from $325 to $525, and upper school from $350 to $550. By 1940 the first grade tuition will be cut back to $250 and the second from $345 to

$325. The rest of the elementary grades remained the same, but the junior and senior high schools increased by $25.

At this point, the late thirties, perhaps the students were too sheltered from life beyond the campus. The School provided a safe, comfortable womb isolated from the rest of the world. Perry Smith, however, probably at the urging of his own conscience, took his family and went to pre-war Europe to see for himself what was going on.

Global Affairs

During the school year of 1935-36, the Smith family spent a sabbatical year in southern Germany where the four children went to German schools. This was during Ham Smith's (the eldest son) junior year. Ham remembers belonging to the German Youth Movement which was simply a required aspect of his schooling. He learned skiing as part of the boys' military training. He also learned to toss hand grenades — with great accuracy.

Now he shudders when he thinks about it. He recalls living in Germany that year, his parents concerned and upset about what they found going on there. However, his father had always believed in an international education and a knowledge of global events. Ham and his siblings were certainly getting it. Later in the 1940s, after World War II, Perry Smith actively supported the Experiment in International Living, recognizing the value of global experience for all youngsters.

Bob Johnson, who started kindergarten at NSCDS in 1930, graduated in 1943 and then in the late 1950s and 1960s sent his own children to the School, felt that he and his classmates were too sheltered from the world during his student days. In an interview with Lorenz Aggens in January of 1983, he commented:

> Certainly during my era, ending in 1943, students were living in a paradise of lack of discrimination. We were beautifully integrated from a Judeo-Christian point of view. And when some of those students got out ". . . into the wide, wide world . . ." in 1943, reality hit them very hard. A couple of good friends speak of that. Whether it would have been better if they had had some kind of warning of what it was really like, or not, I don't know. But a couple of them went through some very bitter times — not only in having to question themselves about certain situations, and come to some kind of rapport with them, but some bitterness that they had been tricked by The North Shore Country Day School type of "family." They hadn't been told how tough it was.

A co-editor of *The Purple and White* [October 1938] was concerned about the need to raise student consciousness about world events:

> This school has a great opportunity which it is largely passing up. At this time events in our country and in the world are moving very fast and in

ways which vitally affect our futures. Yet we make no concerted effort to learn about our country and other countries' problems. I should like to suggest that we inaugurate a series of talks on current events and current problems in our Morning Exercise time. A knowledge of current problems should be part of a liberal education.

Perhaps in response to this suggestion, a series of presentations on religious tolerance was set up for early 1939. Representatives from three major religions — Dr. Samuel Harkness, Rabbi Charles Shulman, and a Jesuit priest — each presented a Morning Exercise on the subject of tolerance. In April that year Dr. Bayard Dodge, president of Near East Colleges in Beirut gave a lecture, but in the evening rather than at Morning Ex.

School Affairs

In spite of chaotic world conditions, life went on as usual within the realm of the School. In 1938 the May Day preparations were placed in the hands of the sophomore girls according to the May 10, 1938 *Purple and White* because the junior girls who had handled it complained of overwork. That year the upper school girls wore dirndls, and the boys "supported the peasant idea with bright colored sashes carefully wrapped around white shirts and pants." The classes danced peasant dances. Young guests came from the Northwestern Settlement, as they did the year before, to join in the celebration and dancing. By the 1960s the invitation to inner city children will become bitterly disputed. But for the time being, Lady Bountiful reigned supreme.

The "Inquiring Reporter" in the same 1938 issue of the *Purp* asked what people thought of student government. Responses ranged from "it's a good thing" and "offers general knowledge" to "nobody pays any attention." Advice offered included such thoughts as "Give the girls a chance to talk in town meeting," and "If there were muzzles for certain people, it would be a whole lot better."

In October of 1938 the "Inquiring Reporter" asked what people would think of acquiring a new school song.

Stanley Johnson '40: "I don't think. I try not to anyhow."

Romeo: "I'd omit that one that has 'Fight, Fight, Fight!' That indicates violence, you know."

Spike: "I think it would be an excellent idea, but we want a better school song, because a new song doesn't always imply a better one.

George Eldredge '41: "I think it's a darn good idea. The one we have now stinks."

An editorial informed the students that the matter of the song had been brought up at the last council meeting:

> . . . As you know, we have been plowing through the dull, spiritless phrases of "Wake the Echoes." To some, a song as uninspiring as "Wake the Echoes" may be something with which to keep away insomnia. However we may look at the school now, we should in later years prefer to remember North Shore with happy thoughts. Besides, the land around North Shore is flat and there are no mountains from which the echoes may be awakened. Also, we're a small school, and we don't believe there are enough of us to wake any really powerful echoes in the first place. And another thing, we'd probably get farther if our thoughts and footsteps weren't always turning back to North Shore, much as we may love it. Days and weeks gathering to years isn't a peculiarity of North Shore, and, besides, their gathering is something that we learn in our math classes and would just as soon forget about in later years.
>
> What we want is a happy song, something gay and spirited rather than something mournful and nostalgic. We'd like something with pep that isn't just a football song, but a song that would be both fun to sing and fun to remember.
>
> Recognizing the need for a new song, which was also recognized by several members of the faculty, including a prominent member of the Music Department, the council has asked for ideas. We would greatly like and appreciate it if some of you who have talent either in writing words or music would try and write something for which the School will remember you with gratitude. We promise that if anyone will write a song, either words, music or both, that is accepted, the School will dedicate the song to the author with all suitable ceremony. This is a challenge to anybody who thinks he might be able to write a school song. How about it?

Whatever happened to the idea of a new school song? Did reverence for tradition rule the day? Did the students become too preoccupied with studies and their extracurricular activities to devote the time to it? Or did the press of world events supersede such parochial concerns as a school song? The classes for the next fifty years would continue to sing "Wake the Echoes" at their commencement exercises each June.

Parent Communication: *Notes*

In spring of 1938 the monthly bulletin, *Notes*, was established as a vehicle of communication between the School and the homes. Each month from then until Perry Dunlap Smith retired in the spring of 1954, there was an essay on the front page written by Smith. His ideas were not promoted in numerous articles and books the way those of his friend and colleague, the prolific Carleton Washburne, were. But over the next sixteen years these little essays built up a sizable body of

Smith's educational philosophy and commentary on the daily life of The North Shore Country Day School.

By fall 1938 the responsibility for editing and publishing the *Notes* was taken on by the Parents' Association. Ruth Eldredge, mother of George Eldredge '41 [he will become third headmaster], became the editor.

In the May 1939 *Notes*, Perry Smith commented on the School's growing reputation as a successful training ground for principals and headmasters:

> . . . This month again a representative of the Board of Directors of a well-known school appeared in my office asking advice in the search for a new Head and armed with a list of three of our best teachers whom they considered good possibilities for this responsible position.
>
> The faculty of The North Shore Country Day School has already produced during the last decade, six Heads of successful schools. This would seem to be enough lives to give to one's country. But the compliment implied is a great one, so we must continue to close up ranks as each one goes on to greater responsibilities and honors and strive to wax strong in spirit and ability as we in turn fill in the gaps with teachers we have trained.
>
> The six members of our staff who have left to assume the responsibilities of principalships are Mr. Howard Jones, who was Head of our science department, now Headmaster of the Pembroke Country Day School in Kansas City; Mr. Edward Lund, who was in charge of our mathematics department, now Headmaster of the Providence Country Day School at Providence, Rhode Island; Mr. Kenneth T. Price, who was Director of our science department, now Head of the Francis Parker School of Pasadena, California; Mrs. Marion Wilberforce Stoughton, who was Head of our modern language department, now Headmistress of the Montrose School for Girls, at Montrose, Pennsylvania; Mr. Nine Wilder, who was in charge of our middle school, is now Principal of the Ballard Memorial School of Louisville, Kentucky; and Mr. E. Trudean, who was Head of our science department, is now Headmaster of the Shady Side Academy of Pittsburgh, Pennsylvania.
>
> To this group will now be added Mrs. Ellen Carswell Green, who has been Head of the ninth grade girls' room and teacher of Latin and history for the past seven years at our School. She has accepted the position of Principal of the Sunset Hill School in Kansas City, Missouri, and will thus raise our record to seven members of our faculty who have been made principals of well-known schools. It will be hard to fill her place next fall, and we shall miss her sorely, but all her many friends rejoice in the new honor that has come to her, and to us through her, and wish her every success in her new responsibilities.

The following year, 1940, another faculty member, Reginald White, left to become Headmaster of Peninsula School in Menlo Park, California. He was director of the middle school and teacher of English and social studies while at North Shore. Nancy Wolcott Ebsen '36 remembers the lyric that the girls bestowed on him:

> Reginald Lucius White Esquire,
> The eighth grade girls do not admire.
> (He made us get rid of our white mice which
> we kept in cages under our desks.)

Another Decade Closes

So closed the decade of experimentation and confirmation, a time when the School was gaining a national reputation. Its students were engaged in a progressive education with full expectation of admission into highly selective colleges. A teacher-training program was in place, providing talented young interns now and the promise of outstanding new teachers in the years to come. The lower school program became solidly established in a modern new building. The middle school was now a separate entity, and teachers had been here long enough to become delightful characters.

As the 1940s began, so did the rite of soul-searching. All was not well with the School, and some important questions had to be asked and some decisions made.

Jean Kastrup (Talley) (left) joined the office staff in 1939.

The first North Shore Country Day School "bus" was a converted four-door Packard.

Leicester Hall was home to boarding students in the 40s and 50s.

Alumni gather around the piano with Ramsay Duff.

THE FORTIES: Democracy and Discipline

The North Shore Country Day School was established in 1919 in response to a demand on the part of a group of parents then living in Winnetka for a more individualistic and realistic type of education than was then available in this vicinity.
1940 NSCDS pamphlet

So begins a description of the history and purposes of the School in an information piece from 1940. The School during this decade would come of age. In the face of international upheaval, North Shore's spiritual, moral and social values would continue to be articulated with growing emphasis by its inspired headmaster and carried out in its curricular and extracurricular activities. Yet, by the close of the decade, those values would undergo the ultimate test in a way that no one could have predicted when the 1940 pamphlet was written. The brochure made no mention of the word "progressive." Now the key concepts were "individualistic" and "realistic" and "family-centered."

An idea was stressed in this information piece which became a theme for the decade of the 1940s — democracy and democratic ideals. The pamphlet decried the "growth of huge institutions and the segregation in them of pupils of similar age levels" because it "is dangerous to democracy in that it lessens the importance of the individual and the family unit." Then came the rationale for The North Shore Country Day School's existence and its practices: "This School has long stood out as an exponent of the democratic ideal and the need of cooperation among individuals rather than the mass competitions that are practiced with honor rolls and prizes in big institutions."

Smith's ideas were deeply affected by World War II and the political conditions which surrounded it, especially as a result of his sabbatical trip to Germany in 1935-36. In the 1940s he viewed families working together with the independent school as more important than ever in preserving spiritual, moral and social values.

"Bulwark of Democracy"

December 1941 — the United States went to war. The Smith essay in the *Notes* of that month was entitled "The Independent School: A Bulwark of Democracy." It was probably written before Pearl Harbor, but it spoke to everyone's concern with independence and democratic ideals:

> All of the great dictators have set out to destroy the spirit of democracy in their peoples by first weakening the influence of the home by substituting the state as a higher allegiance. Then they seek to bend the growing

generation to their will by controlling the schools. When they find a school system in existence which is already largely acting as an extension of the power of the state, the task is easy. In such a situation the very existence of independent schools — schools [their patrons] . . . have freely chosen and supported, often at great personal sacrifice — constitutes a bulwark of democracy. No political party or body of fanatics can completely control the minds of the young people of a nation while such independent schools continue to exist. On the other hand, if such schools should be allowed to disappear or dissolve entirely, the first step toward totalitarianism has been accomplished.

Every American citizen is justly proud of our great system of common schools. They are the glory of our Republic, but only so long as they remain *independent* schools.

There are many independent public schools, and there are plenty of private schools which are far from independent. . . . My thesis is that if a democracy is to continue to exist, its people must have the right to set up different types of schools whenever those provided by the state seem to be inadequate. . . .

The test of whether or not a school is democratic is not who pays the bills; it is the way the children are taught to face life and its problems. Do the teachers of the school tell their pupils the truth as they see it? . . . Do they have faith in democracy and so allow their pupils to practice what they preach by having a share in the responsibility for running the school? Do the parents share equally in this responsibility and believe in these principles? If so, the school is not only democratic but it is a bulwark of democracy itself.

Perry Dunlap Smith

The *Mirror* of 1942 included a full page entitled "Our School" with a photograph of Smith and a statement by him which again dealt with the theme of democracy. He briefly described the origin of the School following World War I and then continued:

At the time, very few schools gave their pupils any real experience in democracy as such. The . . . history classes memorized the facts of battles . . . in the struggle of various peoples for democratic forms of government; but the students were not allowed to put these forms and theories into practice in their own lives.

There were one or two exceptions . . . however. For more than fifteen years The Francis W. Parker School had been basing its instruction on two fundamental principles of democracy; first, it taught each pupil to accept a part of the responsibility for the welfare of the whole school, thus recognizing the importance of the individual; and secondly, it taught each individual to guide his actions by whatever was best for the greatest

number of his schoolmates, thus inculcating a feeling of voluntary subordination to the best interests of the school community.

Several North Shore families set up here in Winnetka a school founded on the principle which Francis Parker had formulated and which the School and others could help work out in practice.

It has ever striven to build up the conviction in its members — parents, pupils, and teachers — that democratic principles will work in practice if individual responsibility and group cooperation are accepted by all. It therefore gives as many opportunities as possible to parents, pupils and teachers to practice the solution of any problem which may confront them by democratic rather than authoritarian means. The motive power in faculty meetings, parents' committees and, of course, in studies and the other student activities, must come from within the groups themselves, not from some authority above them. Leaders, not dictators, are what democracy must have, and this method as practiced in the School has shown that leaders are quickly and steadily produced.

Today we find ourselves engaged in an even greater struggle to save the democratic principles for which we have worked so long. We are, therefore, ready to redouble our efforts and throw every ounce of our energy into this cause. We have experienced in our own lives the true meaning of the aspirations which are now drawing together the whole civilized world in one great brotherhood. To be a part of this effort is our greatest hope and privilege.

Training for Democracy

Learning democracy by exercising it was the major reason for student government, a challenge presented to the students the very first day of school in the autumn of 1919. In 1943 the democratic process caught the attention of former faculty member, Will Talley [Science Department 1943-72], when he arrived from the East. He recalls:

One of the things that impressed me about Perry Smith was the way he had the kids run their student government. One time, there was a lot of writing on the walls. The kids would come downstairs and hold their pencil against the wall, and they would scribble on the wall. This came up at Morning Ex one time. I was amazed at how much they talked about this. One youngster offered an explanation of why they did it. The chairman asked what they should do to control it. Some kids had answers. They spent many, many minutes at this. I was new at the School, and I thought this was ridiculous. Every school I had been in, they would have been told not to do it, and they would have stopped.

But that wasn't Perry Smith's method. His was to let them talk it over and come to their own conclusion about what to do, and then let them go through with it. It certainly worked out pretty well. What they decided to do was this: The next day as many of them as needed to brought buckets and scrub brushes and they scrubbed all the walls. No more writing appeared for a long, long time.

Another time they had trouble with the green house. They played football out there. Time after time I heard the crash of broken glass as another football or baseball went through a pane. Perry had the same system for dealing with this. They spent thirty minutes one day hacking it back and forth in Morning Ex. I thought, why don't they just say "No more playing there"? The students decided to continue playing there as they always had, but if they broke a window, it would be a responsibility of those who broke it to repair it. They would go uptown and buy the glass and repair it. I helped two or three of them do it. But that ended it. It was too much bother [for the students], and we had no playing back there for a couple of years.

Times of Trial

If the decade of the 1930s could be called the time of confirmation or triumph for the School, the decade of the 1940s was a time of trial. On March 19, 1941, Perry Dunlap Smith wrote a letter to the faculty:

I must beg your indulgence for not having submitted the usual contract letters to each of you as yet, but, as you know, these are very uncertain times and it has been almost impossible to plan even six months ahead.

I am glad, however, to be able to state to you definitely at this moment that in spite of the uncertainty of the size of our current deficit, and the impossibility of forecasting next year's enrollment, our Board of Directors has authorized us to continue next year on the same faculty salary budget as we have had this year; and as I have never known a more devoted and cooperative teaching staff as you have shown yourselves to be this year, I hope you will all be willing to return to the School next fall. We can feel certain at least that there will be no deduction in any salary.

Early next month I hope to have the definite contract letters in your hands; in the meantime if any of you care to discuss the matter with me I shall welcome an opportunity to do so.

Again, may I express my gratitude to you for standing by so loyally and patiently in these months which are so exceedingly critical both for the School and for the world.

Committee on the Future of the School

A committee was formed under T. Kenneth Boyd to develop strategies for moving the School into the future. Members of the committee were Foster Hannaford (who eventually earned the distinction of serving the School in one capacity or another for fifty years), Walter T. Fisher, Perry Dunlap Smith, David H. Corkran [faculty member 1926-44], and K. V. Bollinger [shop teacher and business manager 1921-43].

Two major questions were explored: "whether or not there is a real need of the School in the community" and "whether the budget of the School could be better balanced by curtailment of the educational program or by expansion of the enrollment from the present 310 to the full quota of 350 pupils."

In regard to the first question, there was unanimous agreement that the need did exist for the type of education which NSCDS could provide. The second question was more complex. No one thought the educational program should be curtailed, so the focus was on expansion of enrollment. Two suggestions were seriously considered: establishing a parent committee who would spread knowledge of the School (a delicate task that would require careful selection) and increasing the facilities of the School.

A proposal for increasing School facilities was "to acquire a farm which would permit the development of an educational program about a simple physical environment." The farm idea was appealing, but the capital outlay and expense of operation seemed impractical at that time.

The second proposal was "to extend the area from which we could draw pupils." Thus began two programs which were to have a lasting effect on the School: the Leicester Hall boarding program and the school bus program.

School Buses

Jean Talley, who began working on the administrative staff of the School in the fall of 1939, remembered the first "bus" because she drove it:

> We didn't have buses then. I drove a four-door Packard car we had converted. It had a seat down the middle of the back. I drove that Packard on the Highland Park runs. Then George Eldredge drove it. He thought that was really fun.... We took the jump seats out and ran a double row of seats down the back, so they must have had ten or twelve [student passengers] in there, plus the front seat.

Leicester Hall

Leicester Hall entered the historical record in 1911 in the *Girtonian* in which the students of the Girton School for Girls cheered the move into their new residence hall. During the first two decades of Country Day history, the large but modest house served as a dwelling for single faculty members, men on the second floor, women on the third, with a kindergarten on the first floor. At the beginning of the forties, it once again became a student residence. The boarding program was described by Perry Smith in the May 1941 *Notes*:

> For many years there has been a steadily increasing demand for some sort of facilities which would make it possible for parents living beyond commuting distance to send their children to the School. It has been gratifying, also, to receive from time to time inquiries from as far away as New England, from parents who would like to enroll their children with us if it were possible to furnish living accommodations under the supervision and control of the School.
>
> The only way we have been able to solve this problem in the past has been to find places in the homes of faculty members or parents who were willing to accept such a responsibility on a definitely professional basis. This has worked out satisfactorily for both the children and the homes concerned. In fact, it has proved so successful that there has been a constant succession of such arrangements during the last six or seven years.
>
> Many parents, however, have expressed a desire for living arrangements with even more supervision on the part of the School. To meet this demand the Board of Directors, after a careful study of the problem, voted last year to inaugurate a new department centered around a master and his wife who would live on the grounds in the residence [Leicester Hall].
>
> Accordingly, we have carefully worked out the details of this plan. A group of parents was selected to assist in planning the redecorating and remodeling of the building and selecting the furniture and equipment. We are now in a position to announce the opening of the new department with the opening of the school year next fall.
>
> Mr. Nathaniel French [history teacher 1938-68, who became second headmaster] will be the resident master in charge. He and Mrs. French will make Leicester Hall their home and assume complete responsibility for the boys who will live there with them. The atmosphere and activities of the residence will be as much like a home as possible. The boys will live as a part of the community, entering into matters of community interest just as is done in other homes. They will have home duties and responsibilities, each working out with Mr. and Mrs. French his share in the welfare and happiness of the whole group. The cultural advantages of the metropolitan community, such as concerts, art exhibits, dramatics, etc. will be available; of course, there will be participation in the social life of the neighborhood as

well, but always under control and direction. The students will receive help in learning how best to direct their study efforts effectively. In order to make possible an intimate and personal relationship, it is planned to restrict the size of the group to not more than six or seven students.

There are both single and double rooms available for the boys. All meals will be served in the dining room as a family, except that on school days the boys will eat their noon meal in the regular school lunchroom with their classmates. Ample provision has been made for recreation and relaxation, so that as far as possible life in the residence will be that of a healthy, normal home rather than of an institution.

The fee for membership in this group will range from $1125 to $1350 for the year, depending on the grade the child enters. The Debenture is included in this fee and will be refunded to the parent at the time of the child's graduation. Pupils will be accepted on either a five-day week — going to their own homes for the weekends — or a full-week basis, the charge being somewhat less for the shorter week. Mr. Bollinger will be glad to explain any of these points to parents who are interested.

We believe that this new department will prove valuable to parents, pupils, and the School. It will extend the area served by the School; add pupils from a distance, which should broaden the point of view of the student body; and help students who need more systematic supervision than many homes are able to give.

Moreover, this department will make it possible for a boy who is temporarily out of adjustment with his family, because of adolescent difficulties or similar causes, to leave his home for a year, or even less, while he acquires a better perspective on his family and himself, without having to adjust to a new school. Such temporary arrangements have several times worked well in the past, even under less advantageous conditions than this new department now offers.

May I express here the thanks of the School for the help and hard work given in perfecting and working out this plan by the committees from the Parents' Association, the Faculty, and the Board of Directors. It never could have been completed without their loyal and able assistance.

During the first year of the Leicester resident program, the enrollment sometimes reached as many as nine boys: four of the boys stayed all year; others came for varying periods. The geographical range was broad: two each from Winnetka and Lake Forest, and one from Glencoe. Out of state included two from California and one each from New York, Massachusetts, and Washington, D.C.

An "inmate," as the residents described themselves in a 1943 *Mirror*, wrote about life at Leicester Hall:

The policy of Leicester Hall, commonly called "The House," centers around the principle of preserving the institution of "family life" (as practiced by the Dionnes [quintuplets]). However, in our case, the numbers fluctuate from time to time without the benefit of birth or death. One will find, we might add, many of the attributes of the more lively type of family life in Leicester.

Within the walls of this time-honored edifice an informal study hall takes place in the evening. When not employed in study, we strive to increase our skill at ping-pong. We greet new members with an initiation ceremony in the form of a secret game called, "Brother, Brother, I've been bopped!" These minor social pleasures add a little zest and color to the family life.

For out-of-doors exercise we formed a work group and found to our amazement that some of the family chores, such as taking down screens, washing windows, raking leaves, and even building a bike shed go better when done by a group. It was a valuable experience.

Under the spiritual guidance of Mr. and Mrs. French and the Rev. Gordon Nelson we have attended the various churches along the North Shore.

During the season we gave several square dances which shook the foundation of Leicester and revived the "Swing your partner" style of American folk dancing. We also invited a group of interested students for an informal discussion of "The Negro Problem" with Mr. Fred Wale, a representative of the Rosenwald Foundation.

We, the inmates, heartily thank the parents for making "The House" possible. Your many contributions over last summer have given us a luxurious common room in which to gather. We deeply appreciate the guidance and companionship given us by Mr. and Mrs. French and by our jovial little man, Mr. Nelson.

An Inmate

During the years 1945-47, while Cleveland "Gadge" Thomas was the resident master living in Leicester with his wife and children, he was also doing research for his master's thesis at Northwestern University on "Study Habits of Senior High Students" at NSCDS. He later completed his doctorate at Northwestern and left North Shore to become principal of The Francis W. Parker School from 1956-67.

From 1947 until 1951, David Howe '33, a colleague of Gadge Thomas in the English Department, was resident master at Leicester Hall with his wife and two infant sons. Dave Howe's family had a long and close association with the School. His mother Hester helped found the Parents' Association. His father was on the Board of Directors from 1929 until his death in 1942. From the founding of the School until the youngest brother Warren graduated in 1941, the Howe siblings (a total of five) were continuous members of the student body. David Howe left North Shore in 1955 to become headmaster of Charlotte Country Day School in North Carolina.

Living with the master residents and their families, there were at times various single male faculty members, among them Will Talley and George Eldredge. When Perry Smith went to Providence, Rhode Island, to try to convince Will Talley to come to The North Shore Country Day School, Will asked how he could possibly leave the beautiful view of the ocean. Perry Smith responded by promising him a residence in Leicester Hall where he would have a beautiful view of Lake Michigan. Will arrived at Leicester only to discover that the beautiful view would be a reality only if all the trees were cut and the houses taken down between Leicester and the lake. However, Will discovered other redeeming features at the School that kept him here. In 1948 he and Jean Kastrup of the administrative staff were married.

George Eldredge '41 returned to NSCDS in 1949 and lived at Leicester for several years. A graduate of Northwestern University and the Graduate Teachers College of Winnetka, he later became head of the lower and middle schools in 1957 and headmaster from 1969 until 1973.

Impact of the War Years

The School was profoundly affected by World War II. The *Alumni Bulletin* of May 1942 described what happened after the events of Pearl Harbor:

> . . . the School began to adjust to the effort we were all eager to make to bring about the winning of the war. The Seniors at once canceled their senior play so that they might put the extra time on the job of organizing the School on a war footing.
>
> The first thing to do, of course, was to organize air-defense wardens and to get the air-raid drills into shape. At first, things were pretty confused at all Civilian Defense headquarters, particularly in Chicago; so we wrote straight to Washington and were able to get a fairly clear set of instructions as to how to proceed. Following these as closely as we could and adapting them to our needs, the senior boys took over the jobs of air-raid wardens and fire wardens. It was necessary to call on the junior boys to help them in order to have a trained group ready to start next year. The junior boys, in the meantime, had taken over the student government in the School. The senior girls organized themselves as auxiliary defense wardens for the air drills, two girls going to each of the grades in the lower school as assistants to the grade teachers, for it was recognized at once that panic among the little children would be very difficult to control unless there were more adults assigned to each class than were available from the teaching staff. . . .
>
> The air-raid drills now run smoothly, with the children going to their homerooms to get books and supplies in order to keep busy during the period of the drill and to be prepared to make good use of their time.

In the meantime, the other grades in the School were organizing for the war effort also. The sale of United States Government bonds and stamps was conducted in the lunchroom by tenth grade boys and girls. Another group began a collection of waste materials, such as phonograph records, toothpaste tubes, books, and clothing, and saw that they were distributed to the proper authorities.... The 10th grade girls undertook the Junior Red Cross organization and have attended many of their meetings in Chicago and organized the work here. Mme. Parker [French 1935-46] instituted a sewing class to teach the proper method of sewing and conservation of clothing. Mr. ["Doc"] Anderson [physical education 1920-49] has organized a class in first aid, which is proceeding among the older girls with great interest and vigor.

Two members of the faculty have already entered the armed services, and several others are very active in the Civilian Defense Program. As is already known to many, "Spike" [Robert F.] Millett, for fourteen years instructor of Latin and social studies, has been commissioned a Lieutenant, senior grade, in the Navy. Mr. Millett left school April 10 [1942] to enter the United States Naval Air Station at Quonset, Rhode Island, for a three-months' training course. "Spike's" classes have been taken over by Mrs. [Julia] Childs [1919-46] and Katharine Leslie '27 [leaves NSCDS in 1943 to go into war work in the West; will later marry Ned Morningstar, head of the lower school].

Ned Morningstar [1940-53, with one year leave-of-absence for army service; 1961 assistant principal at Parker School under "Gadge" Thomas] was inducted into the Army last July and is stationed at Fort Wheeler in Georgia. Irving Telling [1941-42], Mr. Morningstar's successor as 5th grade teacher, has had his physical examination and has been ordered to report to the Army at the end of May.

In the civilian effort, the School has been quite conspicuous. Mr. Smith is Director of Training for Civilian Defense in Winnetka, and runs a Wednesday night school at Skokie School attended by over 600 Winnetka citizens. The first two lectures in Mr. Smith's defense school were given by Ronald Gleason, director of the Middle School, and Nathaniel French, teacher of social studies. The third lecture in the series was given by Hobart Young '33, who proved to be the only person in Winnetka authorized to give this training. He ... talked effectively on poison gases and was exceedingly well received.

"Doc" Anderson [physical education 1920-49] has been appointed official instructor in first aid to the Fire Department.... Mr. Corkran [English 1926-44] is coordinator of youth activities under the program of health and recreation. The following members of the staff are block wardens in their home communities: Perry Smith, David Corkran, Nathaniel French, Ben Carpenter [science and math 1940-43; in 1943 he will start war research for the government but will die that same year.].

> The changes in the curriculum which the war brings about must of necessity be more carefully considered and more slowly brought into being. . . . The emphasis on global geography and air-mindedness in the teaching of all social sciences is becoming greater and greater. The emphasis in mathematics and science on those phases of the subject which directly apply to navigation and engineering, of course, is much greater. The military authorities have asked that in English classes more effort be made to teach clear and distinct expression in both speech and writing so that there may be no misunderstandings of orders given or received.

The students received a sound scolding from one of the journalists — probably a senior boy — on the front page of *The Purple and White* [March 10, 1942] for their behavior at the first air-raid drill:

> . . . There was entirely too much talking and shouting. . . . The chief purpose of these air raid drills is to teach us to practice self-discipline. . . . We are at war, and we must learn to discipline ourselves if we are to place ourselves psychologically in a condition to fight the war through to a successful conclusion.

In the same issue the school community was told that Mr. "Spike" Millett [Latin and history, 1928-42] was "on his way to serve Uncle Sam. . . ."

> If you have recently noticed the increased sartorial splendor of the high school boys, you can give thanks to "Spike" Millett, who has unloaded his polychromatic tie collection on North Shore.

Over the next forty-five years "Spike's" ties have become woven into the North Shore mythology. The story is that he auctioned off those ties.

Another legendary nugget is the story told by "Doc" Anderson to Mac McCarty that when Larry Brashears '41 was in naval flight training in Detroit he would fly over and buzz the athletic fields at NSCDS.

The sad reality is that a number of the young graduates who left North Shore so full of hope for a full life were killed in World War II. A memorial window was created in their honor at the west end of the auditorium vestibule.

Incidence of "War Nerves"

In the spring of 1942 Perry Smith described his distress at what he called "symptoms of war nerves," in the May *Notes*:

> . . . The first is an apparent increase of lack of courtesy and consideration on the part of the pupils. This is easily understood in terms of the underlying tenseness, but it needs to be recognized and remedied. Part of the preparation for war is to increase the self-control of each individual so that

he or she may stand firm even under the most frightening circumstances. Consideration for others is certainly a large part of this discipline. If one thinks first of others, he does not think of his own troubles and fears so much. . . .

The other symptom is closely connected to the above and is an alarming increase in the disregard for personal property belonging to others. This varies from the feeling of no obligation to return lost articles to their owners all the way to the theft of trinkets from the counters of stores in the Village. It is not, of course, confined to our pupils, for other schools are reporting even greater delinquencies, but there is enough of it among our numbers to cause concern and to indicate that parents and teachers might well do all they can to arouse in the children a high sense of honor and a desire to build a standard of integrity of which to be proud.

The increase in juvenile delinquency due to the outbreak of war has been marked in our country, as it was in England. . . . Children of the ages of ten to fourteen seem particularly susceptible to this form of relief from the strain of war nerves. The School is, therefore, centering its efforts on this age group, and will be glad to cooperate with the parents in any way we can.

The Summer Service Corps

Perhaps it was concern with youngsters (especially boys) in this general age range that induced the School to start a Summer Service Corps in 1943 for boys from twelve to fifteen years of age. They were organized to work on local victory gardens and on the Hannaford Farm near Aurora, Illinois, under the direction of Lewis Taylor [Math, 1925-64] and three "masters," who trained the boys as efficient workers. The May 1943 *Notes* described other activities as well:

The School is purchasing an airplane (Piper Cub) which the boys will use for the study of motors and the theory of flight. They will work also on map making, signaling and scouting and the School shops will be available for indoor work on rainy days.

Our purpose is to give an opportunity to boys in their early teens to make a contribution to the national effort to meet the present emergency and to prepare themselves to be of greater service to the country in the reconstruction period which will face us in the post-war period.

The group, which we are calling the Summer Service Corps, will be organized as a day camp on the school grounds, opening the last week in June and continuing for a period of seven weeks. The hours will be from 9 a.m. until 4 p.m., and the boys will be served lunch. The charge will be $100 for the full period, i.e., at the rate of approximately $15 per week. We

are anxious to include as many boys as possible from schools other than our own.

The Service Corps ran for two summers, 1943 and 1944. Attractive pamphlets were produced both years with black and white photos advertising the camps. A legal-sized mimeographed sheet regarding the trip to the Hannaford Farm for the agricultural work was sent home to the parents, indicating what kind of work the boys would be doing, the equipment and clothing needed, and suggestions to bring a good book and a dollar or so for spending. Also very important, it said, was that "since the school cannot use ration points for food served outside the school lunchroom, we have to ask each boy to bring ration points for 1/2 week: Eight red points and six blue points, currently valid. He will also have to bring his own supply of sugar."

Working with the Summer Service Corps was the first assignment that Will Talley took on when he arrived on campus in the summer of 1943. As a licensed pilot he was prepared to teach aviation study and to work on the Piper Cub. The following year Talley was not able to work with the Corps, but two other teachers assisted Lew Taylor: Ogden Livermore [business manager and shop 1943-46] and Elmer Harritt [physical education 1936-47]. The end of the war in 1945 also brought the end of the corps. By 1948 the NSCDS Summer Day Camp had become the big summer program and would go on for decades.

Twenty-Fifth Year

The School celebrated its twenty-fifth year in 1943-44, a year beset with more sorrows and difficulties than any that had passed. Yet it started with great promise, with a sense of mission. Perry Smith wrote in the October 1943 *Notes*:

> Twenty-five years ago the principal motive for work offered children in schools was usually either avarice or ambitious competition. Prizes, rank-lists, and contests were used to urge the students to greater efforts. Very little opportunity was given for cooperative effort except on athletic teams. The emphasis was all on individual achievement, on excelling rather than accomplishing. It was not strange that children hated school and that they had little faith in cooperative processes in international relations when they grew up.
>
> This School was founded to meet those needs. It has tried to shift the emphasis from competitive to cooperative enterprises, from personal reward to community service. It has not always been successful, but it seems to have moved steadily forward and to have kept its position in the van. . . .
>
> Now, in our twenty-fifth year, the emphasis must shift again. We have been thinking in terms of preparation of our students for the war effort and that must continue, but . . . we must give more attention to the problem of

preparing our pupils and ourselves for living in a world seeking to perpetuate peace. . . . We must condition our boys and girls — by practice — to democratic attitudes of living together and especially to give them faith — by practice — in democratic ways of resolving differences amicably and working out their problems by common consent. These are the attitudes the School was created to develop. We know much more about them than we did a quarter of a century ago — we have twenty-five years of living and working together successfully, as parents and teachers, to guide us and encourage us. Surely, we may look forward with hope and confidence to the next twenty-five.

And at the close of the school year, Smith wrote in the June 1944 *Notes*:

. . . It has been a remarkable year in many ways. In the first place it has been beset with more difficulties than I can remember in any other year. The adjustment to war economy, the acute consciousness of the danger and suffering which so many of our lads were facing, the anguish in the hearts of the parents waiting for news, and the realization of the woe and agony into which the whole world has plunged, formed a heavy burden carried silently by each of us with what courage and faith we could muster.

Mr. Bollinger's sudden and tragic death [shop, business manager, 1921-43] just before the opening days of school was a weighty blow. When this was followed by the absence of Mr. Corkran [English 1926-44] who was stricken suddenly by illness during the Christmas holidays, and when shortly thereafter Mr. Wilcock [English, history 1940-44] was called to the colors in the Navy, it seemed indeed as if we were about to be overwhelmed.

The School, however, is a cooperative institution. Never has it shown itself to be more worthy of that name. The parents came quickly to the aid of the faculty, helping to steady the pupils in spite of the great disappointment and shock of losing so many of our strongest teachers at such a crucial time. The faculty closed ranks and, aided by members of our Graduate Teachers College, carried on. . . . Never have we had more loyal support. The students, too, did their part splendidly. They took over service duties usually carried by the janitors and have continued to perform them with increased efficiency throughout the year.

The senior class was, of course, hardest hit by our faculty losses, for they had been looking forward to Mr. Corkran's classes as their best preparation for the work at college. They might easily have become panic-stricken at the sudden loss. They did not. . . . They determined to supply themselves with the spark formerly derived from him and to turn loss into gain so far as they were able. They have done so. They have risen to the challenge and developed an initiative, responsibility, and courage, which they might never have achieved if their school year had continued more normally. . . .

In the field of student government also, the seniors rose to the situation valiantly. They assumed new responsibilities quickly and efficiently, taking

over much of the responsibility for the supervision of study halls and working out an excellent plan of student-teacher cooperation which is being carried on by the present junior class.

The year may have seemed full of discouraging events and difficult problems indeed, but the inspiration and satisfaction which comes from surmounting them successfully, by working together as a team, far outweigh the other factors.... To the Faculty, the Students, the Parents, and particularly to the Directors who have worked unselfishly and without stint, we all owe a deep debt, indeed.

After the War

Even after the war was over, Perry Smith did not let the School family forget the suffering that continued in war-devastated nations overseas. Especially at Christmas 1945, he touched the consciences of the readers of *Notes*:

With the return of Peace and the joy of welcoming home again so many of our men and boys and girls from the Services, this Christmas will be one long remembered and cherished. But in that joy and rejoicing there is an underlying note of sadness, for we cannot fail to remember the homes where some who went out so valiantly a short time ago will not return to make the circle complete at their family gatherings. To them and to their parents we owe a heavy debt.

Then too there are homes in Europe and Asia, where although the war is over, the sacrifices continue, and the burden of existence is even heavier than in war time. Their problem of food and shelter alone will be terrific, and while we are feasting in our land of plenty, in many countries that were our allies there is famine and want.

It would seem well to consider with our children whether or not we could brighten the holiday spirit by taking thought for those in Europe who are in dire need....

We have this Christmas an opportunity to lay the foundations of a world in which lasting peace may be possible. Young people, especially those of high school age, will have to play a large part in securing it. They are at a very impressionable period of their lives. If they can be brought to form the habit of considering something more than the mere pleasure of the moment ... of remembering their less fortunate neighbors in this One World of ours, to the end that when they find themselves in the midst of plenty they give some thought to sharing it with those who need it, the effect on their characters would be great and the results in terms of a social order which will keep the peace, not unimportant....

The price of one party, forgone by our boys and girls, would feed many hungry children abroad and the results in terms of good will would be incalculable.

At this Christmas time perhaps we would do well to emphasize more the thought of Peace and Good Will in deed as well as in word in the minds of our young people.

The following Christmas (December 1946 *Notes*) message contained further suggestions by Smith for educating for peace and creating good will:

. . . Our children have been fortunate, indeed, in having been spared most of the horrors of war. Very few children in any other nation have been so completely untouched by its suffering. We, as parents, have been able to provide them with more than enough to keep them well-fed, well-clothed and now, in the reconversion period, are perhaps able to give them luxuries. We are happy, of course, to be able to do this, but like everything else, it has its price. Too often this price may turn out to be the loss of the spirit of good will and the growth of a spirit of selfishness and indulgence in its place. Unless we guard zealously against these dangers, they soon overwhelm and stifle the characters of children living comfortable and easy lives.

This has been true at all times, before the war as well as now. It was in an attempt to overcome this peril that for years we carried on the Santa Claus Toy Shop project at the School. This helped the children not only to realize the privations of others and their need for help, but also enabled them to do something about rectifying that condition immediately. This year, however, the situation is changed and broadened. Very few children in America actually need toys, and even fewer are in want of food and clothing, but we are almost the only nation in the world that does not lack both sorely. . . .

. . . With this in mind, the boys and girls and teachers early in the fall set up an organization to take the place of the old Santa Claus Toy Shop. We call it the Student Friendship Exchange, and we try to have every group in the school take part in it. We have written to France and Holland and Czechoslovakia, and with the help of the Quaker organization set up for that purpose, begun to exchange letters with schools in those countries as nearly as possible like our school and whose needs are great. Every week we collect clothing, food, and school supplies, trying to secure those articles which our correspondents tell us are most needed, and wrap these into packages and send them to Europe. Naturally, at Christmas time, we tend to be more active than ever in this enterprise and we hope the parents will join with us in this work.

It might be possible during the holidays, when many parents in Winnetka are appalled at the extravagance of the entertainments offered to their children, that some groups would be unwilling to indulge themselves to

quite so great an extent and would like instead to take the money and time thus saved and use it for a similar purpose — to bring about a lessening of the sacrifices of those children of countries on the other side of the Atlantic who have already had to suffer and sacrifice so much more than we, and for the cause which we share.

If such a spirit is cultivated in our children now, it cannot help but bring large returns in the near future. But it is not a self-perpetuating plant; it grows only where it is carefully cultivated, and the stagnant soil of self-indulgence does not lend itself to such growth. The Christmas holidays should be dedicated to joy and good fellowship, but these must be the by-product, not the objectives of the true and basic spirit of Christmas, which is now more than ever the determination to do all we can to bring about "Peace on Earth" through good will toward all men everywhere. . . .

Global Projects

A number of class projects developed during the remaining years of the decade which indicated a rising global awareness within the school community. News from the lower school in 1946 [May *Notes*]:

Many of the children in various parts of the School have become very conscious of the needs of European children in the countries that were subjugated by the Germans. In the lower school the fifth grade became interested in Holland. From this grew the desire to assist a Dutch boy through the "Save the Children Foundation, Inc." The fifth graders discussed with Miss [Lillian] Griffin [1921-52] how to "adopt" a Dutch boy and worked out for themselves how much individual responsibility each child could take.

The fifth graders have received a letter from their Dutch "classmate" and hope that this will begin a pen friendship and be the first of many adventures in international understanding and ways toward future peace.

The class gave an account in "Little Morning Ex." of all that they had found out about the Dutch and about Holland. The very good maps they had drawn were shown to the other children.

The Experiment in International Living

In October of 1946 Perry Smith received a letter from the director of The Experiment in International Living, Donald Watt, telling him of plans to transform the Experiment from a one-man organization to one of more responsibility and permanence. Mr. Watt asked if Virginia Deane [English and history 1946-69] could be present at the planning meeting because of her knowledge of the Experiment.

Two weeks later Smith replied:

October 24, 1946

My dear Donald:

. . . I am sure that the interest of the language department here, not to mention the social science department, will . . . be very great, and that we will be more than anxious to take part in whatever projects you decide to carry out.

From what I have already sensed from talking with the pupils, I feel sure that the sort of thing that they would most like to do is what the Quakers apparently were able to do last year, namely, to send over boys and girls in work groups, who would go to the devastated schools in France and the Low Countries and in Germany, and anywhere else where help is needed, and roll up their sleeves and pitch in to help re-build and get back onto their feet the schools which have been ruined. Some of our teachers who are members of the Society of Friends have told them a little bit of the sort of thing that was done, and some of our pupils have been in contact with young college people who went over last summer to do this type of work. The boys and girls here, I am proud to say, are very anxious to work rather than just to kill time enjoying themselves during the summer. Any projects which would mean going to a foreign country, learning to speak the language by living in the small towns or villages with the people, and working with them to rehabilitate them from the devastation of the war would be eagerly entered into, I am sure.

I spoke with Ginnie Deane '41 about the possibility of her going east, but she was quite right in feeling that, as this is her first year of full-time teaching, and she has a heavy and difficult program, she had better not be away from the post until at least after mid-year.

I am particularly pleased and moved by the number of former pupils in this school who are now, like Ginnie, in the teaching profession. I made a rough estimate the other day, and I believe we have something in the neighborhood of fifteen or sixteen who are so engaged. Considering our size, I feel we are doing pretty well, and hope I may be pardoned a glow of pride.

Please give my warmest regards to your wife. I am still remembering with the greatest pleasure the fun I had at your chalet in Putney. That is one of the most unusual and delightful homes I have ever had the privilege of entering. With warm personal regards,

Yours sincerely,
Perry Dunlap Smith

In early November of 1946 Donald Watt responded to Smith. Watt suggested that although young people who go to Europe on work projects come back more ready to sacrifice for peace, the participants in the Experiment may have a more significant experience because the essential ingredient is living with people of another culture, "dealing primarily with people, and not primarily with things, which is sometimes the case in work projects." The following summer the Experiment planned to send teams of camp counselors to work in French camps for children. Watt was interested in NSCDS students participating if they had the language skill to handle it.

After a clarifying exchange of letters, Perry Smith replied:

January 16, 1947

My dear Donald:

I have turned your letter over to the heads of my French and modern language departments and have discussed with them the posssibility of any of our students being able to take advantage of the unusual opportunity to act as counsellors at the French camps next summer. . . .

Of course, we would not have to change our classroom work to meet the requirements which you indicate in your pamphlet and your letter. We are teaching the children to converse, and the type of thing that is provided in the materials that you sent me is exactly the sort of thing we provide and use here in the School. I believe more and more schools are turning in this direction, although the new type of College Board examination may hinder it somewhat. I was delighted to learn of this opportunity to have the American students help the French camps.

If I could be of any use, I should be most happy to accept it in furthering this work. Were it not for my doctor's orders after the bout I had at the Mayo Clinic a year ago, I would be strongly tempted to volunteer to go over myself, but they seem to feel that I must have freedom from responsibility for the behavior of students and other school matters of that kind through the whole summer. Also I cannot overtax my endurance as I used to; I find I must take part of the day to relax, which I'm afraid pretty well bars me from active service. If there were some niche in which I could be of any use overseas, in an advisory capacity or something of that kind, I should be awfully happy to have an excuse to get back into Europe and to help, particularly in France.

Very truly yours,
Perry Dunlap Smith

No indication of such a niche ever opening up was found. Smith's good friend, Carleton Washburne, had left Winnetka in 1943 and became an educational consultant in Italy after the war. But there was plenty to do for Europe from the

United States, and Smith took full advantage of his moral suasion in the North Shore community.

European Projects

The lower school too was involved in the European project. In the March 1947 *Notes*, Gladys Adshead (lower school head 1943-49) described what the Lower School Sewing Committee was doing for its part in the European project:

> The Lower School Sewing Committee is only two weeks old, but already has had time to collect, sort, mend, and pack 223 pounds of clothing which is on its way to our sponsored school in Holland... Every Monday morning a group [of mothers] meets in the tutoring room on the top floor of Walling Hall to mend and remake garments. The faculty takes sewing and knitting to meetings and to work on at odd times. Much is being accomplished, but more volunteers are needed.... [T]he need of our sponsored school is dire. It is an elementary school of 270 pupils in the village of Huissen. The "Save the Children Federation" says of it: "Huissen served as a garrison for the Germans during the occupation.... The schools were closed as the teachers refused to teach the German doctrines. With the liberation, the town became a battlefield, and almost everything was destroyed by bombs, shells, and fire.
>
> "The children were forced to seek shelter in damp cellars, ditches, and the debris of destruction. The school buildings were direct hits, and were totally destroyed. We have been holding school in an old building without windows, heat, and with very little equipment. This part of the Netherlands has severe winters. The children are undernourished and very nervous. They do not have warm clothing and shoes, so are unable to attend school regularly."

A year later, in the April 1948 *Notes*, a letter from Huissen was printed:

> February 29, 1948
>
> Dear Colleague,
>
> Probably you will think that I am very ungrateful, never giving you a sign of life for the wonderful gifts you, your colleagues and the children have sent us. The principle reason of this delay was that I had a nervous break-down, which lasted rather long, after getting back to our town when the war was over and finding the terrible chaos they had left behind.
>
> If I only tell you that two and one half years after the war is over we are still teaching the children in old workmen's barracks, you probably can imagine how badly our little town was hit.

All your sendings were a God-send and really your people did the most wonderful job in the world; everything looked so nice and clean and even ironed! The wonderful coats, topcoats and suits were accepted by the population with the greatest joy and thankfulness.

I cannot go to church, to school or walk in the streets or I meet boys, girls and their parents wearing all the clothing which you collected for us to help us out, also all the underwear was very welcome.

Every day I see boys and girls wearing the shoes your pupils have sent them. Every time when a sending arrived, (and I received seven of them) I went through the list of the school to check the most urgent ones, not only the pupils but their families as well.

Many times they asked me, "Tell me, Sir, is that all for me alone?" The toys, dolls, dominos, etc. were welcome for the Infant School, and the children play with them every day. At the present now we are having such cold weather, I see my pupils with your socks, snowboots and galoshes. I have the idea that your school is for a better class children; as for mine, it is only for the working class people who are working in the stone factories along the Rhine.

I shall finish this letter now, but first I want to apologize for the time it took me to send you my answer and thanks. Will you please accept many thanks, not only you but also your colleagues and your pupils, of the children and their parents of the City of Huissen, for all the trouble you gave yourself to offer a helping hand to those who were so badly stricken through the war.

With many collegial greetings, very sincerely yours,

J. T. Greefhorst,
Head of the School E 54
a Huissen, near Arnhem

In the same issue of *Notes* Miss Adshead wrote of the gratitude from other countries which received packages from NSCDS. Letters were received from Germany, Italy, England, and Denmark. Something special happened in England:

The 4th grade letters to children in an English school made front page news in the evening paper of a large city. *The Manchester Evening News* published a picture of the girls at the school reading a letter from our children. The importance of understanding contacts between the two countries is evident. (The paper shortage reduces British newspapers to four sheets, yet news of our school letter was given the center of the front page.)

Importance of Discipline

Along with the stress on democratic ideals and reaching out to those in need overseas, Perry Dunlap Smith wrote a great deal about the importance of discipline during the 1940s. That may have been because wartime demands imposed a greater awareness of the need for discipline, or he may have been trying to counteract the heavy criticism of progressive education for its supposed lack of discipline. Whatever the case, by the end of the school year in 1945, the promise of world peace was very real. In the face of that promise, the concern for teaching young people how to live in peace was uppermost in Smith's mind. He believed that inherent in the ability to live in peace was the necessity for self-discipline. In the June 1945 *Notes*, he wrote:

> . . . The school year is practically over and there is a reasonable prospect that our next school year will be the first of the reconversion to peace era. We have already gradually but steadily been shifting the emphasis in our school work from training for war to training our boys and girls to play an understanding and effective part in a world which is determined to stay at peace and recognizes the problem as one of world unity and cooperation within the framework of the rights of man.
>
> These principles are, strangely enough, the very ones laid down by the great leaders of the new education in 1898 — John Dewey, Francis Parker, Frank McMurray, William Killpatrick and the others — when they insisted that the child's individuality should be respected and at the same time he should be constantly taught that his highest duty was to be of use to his fellows. They preached that no one learns unless he is allowed to practice what he is learning, and that to teach democracy in a school room in which the entire atmosphere was autocratic was futile and senseless. That to regiment a child so that he lost any opportunity to exercise initiative, except by stealth, did not make a good citizen of a democracy, but rather an easy prey for fascist demagoguery.
>
> The war seems to have confirmed many of these theories. Carlson's Raiders achieved their remarkable state of vigorous initiative and courage through a carefully worked out program quite unique in military methods. As described in a recent article in *Fortune* magazine, this type of training differed from the conventional army course in recognizing and respecting the rights of the individual's personality and giving many opportunities for its expression, even through such "Progressive" media as art, music and poetry. There were discussion groups and seminars for the purpose of working out together problems of the platoon or company, which sound strongly like some of our own town meetings. The astonishing fact about the results of such unorthodoxy was, not only the extreme bravery and efficiency of these soldiers, but the fact that compared to the other regiments who shared the extremes of jungle fighting with them the number of men who broke under the strain of battle was astonishingly low.

> The question of discipline in schools has been often argued and with diametrically opposed conclusions as the result. The fact of the matter is, as far as I have been able to judge it, that there is a place for both kinds of discipline: the instant, unquestioning and willing obedience to an order and also the self-discipline which comes from within a man through having schooled himself to think and to sacrifice and to consider others besides himself. The important thing is that he should understand clearly the difference between these two types and know when to apply each. We blame the German people, and rightly, for having failed to question the orders of the Gestapo to assist in committing atrocities. We will not accept their excuse of having been trained to obey orders implicitly, and yet I have learned the same persons who are most violent in accusing the Germans of lack of character in not questioning the orders of their superiors, are equally violent in accusing our American schools of lack of character for not teaching . . . exactly the same type of blind obedience to our children.

Two students of the second half of the decade, Don Palmer '47 and Comer Plummer '48, remember the kind of discipline that was instilled:

> What made North Shore so good? The discipline. You had to be there on time. If you were late, you got a little white slip. Nobody wanted one of those little white slips because that meant a talk with Doc [Anderson]. A couple of those little white slips meant a call to your parents. Not turning in homework meant "late study." That was an after-school study session in the library on the top floor of Dunlap. You sat there and did your work, and you had a faculty monitor. If you got a W[eak] P[ass], you had to be tutored in order to continue. You had to do certain things whether you liked it or not. [Fall sports, chorus, opera] You also had to do the cleaning of the building, the homerooms, the halls. They would be inspected, so you better make sure you had done a good job.

By early 1949 the issue of discipline had become so intense that Perry Smith saw the need to address an entire essay to that topic. In the February 1949 *Notes*, he wrote:

> When the School first started, this question [of discipline] was one of the most frequently asked. After we had been in successful operation for a good many years, it seemed to disappear from most people's minds, especially if they had any first-hand acquaintance with the way the School was conducted. It was obvious that the answer, both as to theory and practice, was "Emphatically, Yes!" Of late, however, the old query seems to have come up again often enough to warrant my discussing the issue in the columns of this issue of *Notes*.
>
> . . . True modern, educational thought, far from disregarding the importance of discipline, actually places more emphasis upon it by insisting that it be real self-control and that it be not only enforced but understood. No real freedom is ever possible without self-discipline and

self-control. One of the heritages of civilization to which every child is entitled is to know, understand and appreciate that under certain conditions instant, willing and complete obedience to properly constituted authorities is essential to the happiness of all. It is the duty of the home and the school to see that every child frequently has the advantages of this essential experience. It has evolutionary significance. The child has a right to the true value and security of laws imposed and accepted by the group of which he is a member. He must continue in his growth, however, until he develops into reasoning and understanding obedience. To arrest him on the blind obedience level by giving him no chance to practice his own initiative or to make his own mistakes would be to repeat the mistake of the German nation in their pre-war philosophy of Prussianism.

It is not easy to bring children to the level of self-discipline (many adults have failed to achieve it for themselves except in a very weak form), but we can at least strive for it by having the courage to risk allowing freedom from the authoritarian type of control and substituting for it control founded on respect and responsibility for the welfare of others. Certainly, the chances for success will be greater if the home and school work together toward a common objective with mutual understanding and from a similar point of view. One cannot always, at each age level, achieve self-control on the part of the children. When one fails, it is always possible to fall back temporarily on the old rule-by-force methods; but to do that permanently would be a way of training young totalitarians rather then future citizens of a democracy. Self-discipline would seem to be an essential factor in the success of the democratic way of life.

Smith periodically reminded parents of the ways in which they could help reinforce the matter of discipline with their children. As "the faculty in charge of the dormitories," the parents could ensure that their children have:

. . . suitable conditions on every week day night to ensure good study habits. This includes, besides the usual physical factors of good light and ventilation, protection from distractions and interruptions, and regularity of study hours. A recent poll of one of the high school classes taken last week indicated that many children need far more help than they are being given in such matters. There should be regulations regarding study periods approximating the conditions under which evening study is regulated at good boarding schools. This usually includes two study periods of one hour each from about 7:30 to 9:30 every night. During this period no telephoning or answering of telephones is permitted nor are radios allowed.

Our poll showed that almost half the class spent one hour or more (one claimed two and one-half hours) on the telephone on the evening in question. Some students were permitted to go to the telephone six times that night. This is certainly not conducive to good study habits.

Smith pointed out another important factor: regularity in beginning and ending studying for the night and a specific bedtime. There was also the problem of distractions on weekends.

> It would seem that it was a little excessive for young high school children to feel that they must attend a movie before a dance and then go to an open house afterward, arriving home at 1:30 a.m., all in one evening; and yet, that is exactly what many of them did last Saturday.
>
> The competition to enter college was never so great as it is now and will be for several years to come. Many colleges have announced that they have reduced their quota from high school graduates by 80% to make room for veterans. This means that only the students with the strongest academic records will be accepted. In the face of this we must give our boys and girls every opportunity to do their best work, and nine hours of sleep per night will be little enough. Sending them away to boarding school does not solve the difficulty, for the colleges have advised us that even with the limitation of numbers, they intend to maintain their representation from the whole of the country, and hence there is an advantage in applying from a state at a distance from New England.
>
> In the matter of preventing social distractions, the problem may be solved more easily by controlling the situation at home than by running away from it into the even more advanced sophistications to be learned away from home. In the past our parents have brought about beneficial changes and improvements in the community atmosphere. It takes only a realization of what we want and the courage to act together to get it. I have found no lack of either of these qualities in our parents' group in the past. The soundness of our children's present attitudes bears testimony to the wisdom of their parents today. Though they may seem to object at the time, in the long run I have found the children deeply grateful for this type of help and protection given by their parents.

Changes in College Admissions

One of the most interesting sociological experiments to take place after World War II was the GI Bill of Rights. This legislation opened college doors to thousands of returning military men and women who in other times probably would not have had the advantage of higher education. Not only were they given the financial wherewithal to attend college, but their academic performance was far superior to what anyone would have predicted. This was to have enormous implications for the young high school students seeking admission to the same institutions.

Another change in entrance policies was the switch in the College Board examinations from emphasis on essay writing to multiple-choice questions. The latter type of test allowed for a one-day sitting of three hours in the morning and three in the afternoon. Unlike the subject matter essay-based examinations, which

were taken in the latter part of June, the Scholastic Aptitude Test with its multiple choice questions was taken in the early part of April.

Perry Smith wrote about these implications in the April 1949 *Notes*:

> The total result has been that the whole admissions procedure has changed. It is far more comprehensive than it was. They want to look at the whole boy or girl and his entire experience, including his family life and home environment, as well as his school record. They ask about his emotional balance and adjustment and also about the atmosphere of his home. They are particularly concerned about his real interest in learning and his ability to plan his own time and to work without adult supervision, and they ask for examples of such behavior to prove the point. With girls they are anxious to know about absences due to illnesses, which is sometimes a shock to parents who have formed a habit of expecting consideration and allowances to be made for a girl who misses school frequently because of ill health. The colleges do not consider a girl ready to come to them until she has solved such a health problem.
>
> Concerning subjects, the schools are now given great freedom. It is the ability of the student to work and progress in the field rather than the information that has been stored away that interests them most. No single criterion, such as examination marks or school grades or rank in class is considered alone. Each of these is studied in relation to all the others, and a complete picture of the student as a whole results. These changes are, of course, most welcome to us at North Shore, for we have been working on these very principles from the beginning. Our whole school philosophy emphasizes these points. It is not surprising, therefore, that we have been gratifyingly successful in the admissions of our graduates to the better colleges since the war.

Smith then listed the total figures for college admissions for North Shore graduates for 1947 and 1948. Many were still going to the Ivy League (for instance, for the boys: Harvard - 1, Princeton - 2, Dartmouth - 3, MIT - 1, Brown - 4; and the girls: Smith - 8, Radcliffe - 1, Vassar - 4, Wellesley - 2), but a growing number of students were going to more of the "less demanding" institutions.

Life Within the School

Despite all the claims for attention from the world beyond the campus, life within the School continued with its traditions and celebrations to mark the passing years. In the autumn of the forties, a new tradition grew out of the old vacation fair which had lost its appeal by the end of the thirties. By 1939 the vacation fair had evolved into a Harvest Carnival, which featured hobbies of the students along with concession stands. Soon it became merely an occasion for money-making booths to sell their goods.

When the Summer Service Corps came into existence in the early forties, there was produce to be harvested from the gardens on campus, providing a worthy autumn activity. The 1945 *Mirror* described the Harvest Festival that year:

> There were a great many different committees, each with its senior foreman. The wood-choppers got busy and split up a large pile of firewood which ought to fill the fireplaces of the School and Leicester for the winter. The canners, undaunted by bushels of garden produce, canned pints and quarts of fruit and vegetables. Several teams went out to the nearby farms to help the farmers get their crops in and, in return, received a part of the load.
>
> From this generous supply of fruit and vegetables we sent to Chicago Commons [a social service agency] squash; to St. Francis Hospital squash, pears, apples, cabbages, carrots, and beets; to Evanston Hospital cabbages and squash; while to Benton House went beets, squash, green tomatoes, three eggplants, a few pears and apples, and one lone pumpkin. The School kept some tomatoes and applesauce.
>
> Altogether it was a very successful day and supplied the School and various charities with a great deal of both fresh and canned food.

By the end of the forties the Harvest Festival had become a fall Work Day or Pick-Up Day followed by Purple and White games and ice cream. For a number of years both spring and fall Work Days were part of the calendar. It is not certain when spring work day was dropped, although the article on Work Day from the April 1949 *Purple and White* offered a clue about what may have happened:

> For a change Work Day was not rained out or postponed, but came off on schedule. Part of the reason for this was the excellent organization behind the whole day. Instead of vague oral instructions as to where you were to work and with whom, a Work Day assignment sheet was posted in all rooms and buildings to lessen confusion. This sheet also indicated the equipment you would need for your job.
>
> It could be that the show of efficiency helped carry Work Day through Town Meeting in a record one session. Our readers will remember that the last Work Day almost meant the death of this custom, via the lower house (Town Meeting). Yet this Work Day was pushed on to the students in the same Faculty manner that caused so much disturbance over the last Work Day. . .

In 1960 the fall and spring Work Days were still in existence. By the late seventies there was only fall Work Day.

The Opera

The decade of the forties opened with *The Pirates of Penzance.* In true community fashion, everyone had something to do. Ramsay Duff, the music director who came to North Shore in 1931, directed the orchestra, composed largely of members of the School. Perry Smith, Duff, and Margaret Radcliffe [drama, Latin and social studies 1929-45] all had a say in stage direction. Alice Gleason [physical education 1936-42] choreographed and coached the chorus in "expressive action." Edith Jane Bacon [art 1927-47] designed all the costumes, including approximately eighty dresses, no two identical. Once again, the mothers put in weeks of painstaking work on the sewing. Both performances were well-attended in spite of the fact that several other schools gave the same opera that year.

Ruddigore was produced in 1941. When the School geared up for the war years, it was suggested that opera be dropped in order to give more time to war activities. Patty Ostrom Kohnen '60, in her study of school traditions, told what happened:

> . . . so many protests were received from alumni in the service, who regarded the opera as one of the best of their school experiences, that the music department was encouraged to go ahead with it as usual.

The production in 1942, however, was not quite as usual: two operas are produced. One was *Trial by Jury,* the short Gilbert and Sullivan operetta; the other was *Xingabru,* a North Shore original by Ramsay Duff and a junior, John Jameson '43. The grand event was described in the March 10, 1942 *Purple and White*:

> High ho, once more North Shore goes theatrical and swings wholeheartedly into the production of this year's operatic offering. A truce has been called in sports battles and, instead of the thump of basketballs upon the gym floor, we hear the tramp of marching feet and singing voices as the "Mounties" give with "Onward, onward, pushing onward." Instead of the cries "kill that ref," we hear the voice of the student body singing with reverence, "Now he is a judge, and a good judge, too." The student body has been transformed from normal happy girls and boys into bridesmaids, jurymen, cannibals, court spectators, mounted police and weird little men with screw drivers behind their ears and lightbulbs in their hip pockets scampering around on the catwalk. One wonders, will North Shore ever be the same again?
>
> This strange malady claims almost the whole high school at this time every year. In the shop, art room, costume room, on the stage, there is nothing but busy turmoil and dull moans of the stricken. The first symptoms are a humming in the ears and a tingling in the larynx, followed by a buzzing as if of sewing machines in the vicinity of the costume room, a hammering and rasping, sawlike sounds in the shop. If the victim suddenly finds himself on the stage, singing loudly and going through strange motions, boy! He's a dead pigeon, he's got it!

> The crisis this year will be on Thursday, Friday, Saturday, and Sunday, March 19th, 20th, 21st, and 22nd. Once the crisis is over, convalescence is rapid, speeded by a long spring vacation rest. Cheer up, the worst is yet to come.

Xingabru received enthusiastic response and would be repeated again in a longer version later in the decade.

The Gondoliers was the 1943 production. The *Mirror* that year commented:

> Though it was feared that increased taxes and gas rationing would cut down the attendance, the Friday night receipts surpassed all previous records for that evening, and the Saturday night performance was a sell-out.

The following year *Patience* was the selection. From the *Mirror* of 1944:

> A unique thing occurred this year — no epidemic broke out the week before March 17. It's the first time in history! Both Friday and Saturday nights' casts gave their best, unhandicapped by measles or mumps.

The ever-popular *Pirates of Penzance* was the 1945 choice. That year the boys' chorus, especially the tenor section, was the largest ever. A special cut version was given later at Fort Sheridan Hospital. "Although mumps reared its ugly head very prominently in the middle and lower schools, the high school miraculously managed to escape," according to the *Mirror* of 1945.

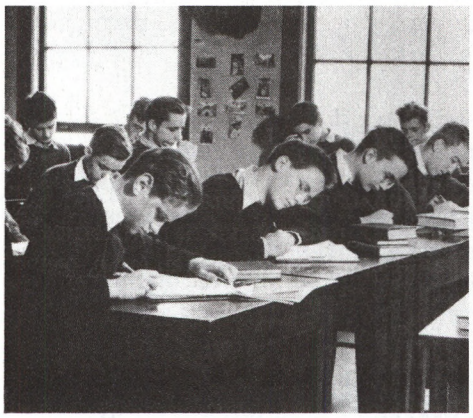
Ruddigore was known as "Bloody Gore" in the "feverish" frantic days preceding its presentation in 1946. Apparently, illness was not a problem that year because it was not mentioned in any of the descriptions.

Each year, quietly working behind the scenes of the opera, was the director of the art department, Edith Jane Bacon, who came to North Shore in 1927. She studied at the Art Institute of Chicago and the Academy of Fine Arts in Chicago, as well as in Spain and in Eastern Europe with the International School of Art. Ramsay Duff in the May 1947 *Notes* described his collaboration on the operas with Miss Bacon and the way she used the operas to teach:

> I remember with special pleasure the first time we did *The Gondoliers* together. Miss Bacon's understanding of the potentialities of color and picturesqueness in producing the required settings fired her students to a tremendous pitch of creative effort. I can see as if it were yesterday: the vista of the Grand Canal of Venice taking form on the backdrop; the design, as I recall it now, being made from a postcard print that Miss Bacon herself had brought home from Venice. The second act scene, a pavilion in the Court of Barataria, had an air of sombre elegance, set off to perfection by the view, through a wide window, of a rich and brilliant tropical landscape. The costumes, designed from authentic prints and beautifully correct in detail, carried out the scheme of contrast between the characters of the

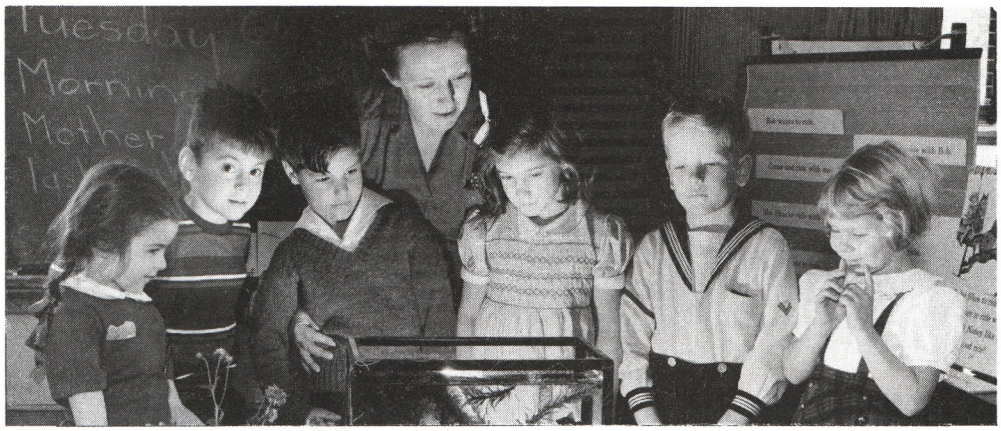
Perry Dunlap Smith enjoys the School's 25th anniversary.

Upper school faculty members pose for the Mirror.



Here is a peek at a boys' class.

Edith Bacon's art classes were in Knollslea.



First graders of 1943 enjoy the fish with Evelyn Kratz.

William Talley intrigues young science students.

Lower schoolers make music together.

Court, and the Gondoliers and Contadine. A production so effectively mounted could not — and did not! — fail to bring the greatest satisfaction to performers and audience alike.

Then there was *Patience*, in which the fun poked at the fads and foibles of the Pre-Raphaelite period was made twice as funny — and infinitely more significant — for the student because of Miss Bacon's care to show them precisely what was being made fun of. Her art classes devoted much time to studying the development of the Pre-Raphaelite school, and, during all the weeks when the Opera was in preparation, the art room was hung with prints of the paintings of the period. The languishing maidens portrayed by Rossetti, Burne-Jones, Walter Crane and many others became old friends to the girls who were to represent the twenty Love-Sick Maidens. It seems to me that from Miss Bacon, too, came the inspiration to correlate the work of the art department with a study of Swinburne, William Morris and other writers of the 'languors and lilies' persuasion in the English classes.

This is typical of the thoroughness and imaginativeness of Miss Bacon's approach to the actual work of design for the Opera: an impending production of *The Pirates* brought forth an excellent exhibition of pictures of cathedrals and chapels to suggest possibilities for the second act set; *Xingabru* was preceded by a fine display, everything from Rousseau's fantastic jungles to photographs of African tribesmen; and *Ruddigore's* gallery of ancestral portraits gained variety and authenticity from a study of various styles of portrait-painting as typified in the work of Sargent, Raeburn, Van Dyke, Gainsborough, and so on. Thus, while Miss Bacon focuses attention on the Opera, she makes it also the means of introducing many forms and styles of art, and so of stimulating fresh interests.

The use of the Opera as a starting point for creative art projects has also been a thing I have watched with great pleasure. This year, for instance, the auditorium lobby blossomed out after the Opera with a colorful array of paintings by students, of scenes suggested by the study of tropical landscapes. The range of subject and treatment was impressive, convincing evidence of the genuine interest and eagerness behind the work. Such discernment in taking advantage of a vital current interest to stimulate active, original expression, is the characteristic of a first-rate teacher.

Opening Paths for Children's Feet to Follow

Perry Dunlap Smith, too, paid tribute to Edith Jane Bacon, a tribute as valuable for its insight into the School's philosophy regarding the arts as it was for its acknowledgment of an individual teacher. From the May 1947 *Notes*:

> In a school which believes that a sense and appreciation of beauty in form and color is not merely an isolated accomplishment for a few individuals, but an integral part of the growth and development of all of its pupils, it is

necessary to have a strong personality at the head of the art department. It is no easy task to handle a class of young high school boys who are taking art, not because they have an interest in it or any inclination for it, but largely for the single reason that they are required to take it by the school authorities. An art or music teacher who has never had anyone in her class except those pupils who have elected the subject has very little conception of even the problem of merely maintaining order in a class where the attendance is compulsory. Miss Bacon has no overpowering physical strength to aid her, she is small and fragile rather than robust, her voice is soft and low, yet she never fails to achieve control over even the most unruly group of adolescents after they have known her classroom techniques for a short while.

To see a huge hulking lad who had previously regarded all art as sissy stuff, and who stoutly maintained that he couldn't even draw a straight line and cared less about trying, gradually come to have some faith in his own ability, and a steadily increasing awareness of a whole new field of enjoyment until he comes to the studio on his own initiative and in his free time to work on some concept of an abstraction, which brings him obvious satisfaction in something like the same quantity as do his athletic pursuits, is an ever recurring wonder and delight to those who visit the studios on the second floor of Knollslea...

If one of the greatest objectives of education is "to keep open and in use all the avenues to the soul," Miss Bacon can be listed high among the country's greatest educators. We may say of her as was said of another great teacher, "She opened paths for children's feet to follow. Something of her will be a part of us forever."

The tributes of Ramsay Duff and Perry Smith indicate why the arts were considered essential to the kind of education the School was created to give. Miss Bacon retired in 1947, but the arts department continued to influence every student enrolled in the School, and the opera continued to go on year after year — with only a few variations — as in 1947.

Ramsay Duff wrote about the 1947 production in the February 1947 *Notes*:

The Comic Opera "Xingabru," by John Jameson and Ramsay Duff, was begun in 1941 and was given its first presentation in March, 1942, in a double bill with Gilbert and Sullivan's "Trial by Jury." The author, who was at that time a student in the junior class, played the part of the fugitive. On his return from army service in Europe last spring, he and the composer [Duff himself] went over the entire score and libretto, revising, expanding and improving, so that this year's production will be a full length presentation, retaining all the most successful features of the original and including an overture and much other new material.

> The Opera follows the Gilbert and Sullivan plan as far as general outline and liberal use of the chorus is concerned, but the scene of action and the characters involved are entirely original. The setting is a jungle; the persons of the play include a Fugitive, his large family of attractive daughters (all of whom have been brought up in the jungle), a company of Northwest Mounted Police and a tribe of cannibals.
>
> Rehearsals are now in progress for chorus and orchestra, and auditions are being held for the nine leading parts. The Opera has been privately published; the score of 128 pages includes the songs with piano accompaniment and all the dialogue. These copies are well-bound and are printed (not mimeographed), and may be bought at the school store.

The cannibal king of "Xingabru" that year was Don Palmer '47. He remembers donning long winter underwear which had been dyed brown and putting on black face. He recalls:

> Mr. Duff saying we were going to have an encore for this number. It was a conga line with a whole string of guys. My buddy (who was number two in the line) and I got ready to go back on stage, assuming the rest of the guys were behind us. When we got back out on stage, we discovered it was just the two of us. The other guys had taken off to get a smoke or something. Well, it just brought down the house!
>
> Every kid in the high school had to do something for the opera. If you were tone deaf and couldn't sing at all, you worked back stage. I remember Mr. Duff would get excited and smash his baton on the music stand. Once it broke.

Ramsay Duff had been at The North Shore Country Day School since 1931. His creative energies were channeled into directing the chorus, the school orchestra, the A Capella choir, the yearly opera, and vaudeville, but also teaching music major classes, giving piano lessons, helping with Morning Exercise and composing. In addition to writing the score of *Xingabru*, he also composed "The Song of the Universal," sung at commencement in 1945 and performed at New Trier in 1946.

Born in Edinburgh, Scotland, in Ramsay Gardens, he moved with his family to Canada when he was six years old. There his father became a professor of classics at the University of Toronto. While Ramsay was a student at the same institution, he was active in music and drama, participating in many productions of Gilbert and Sullivan. Immediately prior to coming to North Shore, Duff taught for two years at St. Paul's School in New Hampshire. He was an intense worker, energetic, enthusiastic and beloved by the students. Ramsay Duff directed only two more Gilbert and Sullivan operas, *The Mikado* in 1948 and *Iolanthe* in 1949.

The 1949 production of *Iolanthe* was special because Deirdre Duff '50, Ramsay's daughter, was singing a leading role. The cast and crew had worked hard since early February. It was now mid-March. During the dress rehearsal, Mr. Duff

suddenly collapsed on the podium — a heart attack. Nothing could be done to save him. The whole school community was stunned. Mrs. Duff and Deirdre, with student support, decided their husband and father would have wanted the opera to go on. *Iolanthe* opened the following night.

The Duff family went back to Toronto. The younger child, Steven, was a boy of eight at the time of his father's death. Forty years later, in 1987, he returned from Toronto to The North Shore Country Day School auditorium, bringing his own high school chorus and band to perform for Morning Ex. It was a very moving homecoming.

In the June 1949 *Notes*, Perry Smith, with grief but also with his irrepressible optimism, reflected on the year and the decade which had passed:

> Next year will be our thirty-first year, which surprisingly but quite naturally means that when these remarks are in the hands of our patrons and friends the School will have completed thirty years of service to the community and to the cause of the education of young people in America. Our thirtieth year has been an active and an enjoyable one; but one, too, which has contained both tragic blows and severe losses. The sudden death of Mr. Ramsay Duff was the greatest of these. It will be a long time before anyone approaching him in moral and intellectual stature as well as unswerving devotion to good taste and true understanding of value of great music to growing children can be found. He has brought the music department of this School to a point undreamed of in most other schools and not surpassed in any. The greatest tribute to his work, it seemed to me, was the way the students rallied from the shock of his sudden death and unhesitatingly demanded that they be allowed to show how well he had taught them and how much he meant to them by carrying on with the performances of the opera as they knew he would want them to do.
>
> . . . Another severe blow to the School was Mr. Anderson's decision to retire from teaching and active membership on our staff at the end of this year. He has been with the school for twenty-nine years at the head of our physical education department. What he has given the School and built into it in patient, loyal, and inexhaustible strength and devotion to the best interests of the boys and girls who worked under him is incalculable. He has literally given so much of himself to the children each succeeding year that he has been a perfect example of his own frequent admonition to his football team to "play each play as though it were going to be your last."

The Enrollment Crisis

By spring of 1949 it was apparent that the enrollment, especially in the upper school, was dangerously low. *The Purple and White* pointed out that the girls outnumbered the boys by seventy-one to fifty-four. The total number of high school students was only 125, far below capacity. Tom Gilmore '50 described the

effect of the small number of students, especially in the junior boys' homeroom, in the April 1949 *Purple and White*:

> The junior class, as it happens, is a good example of a very much depleted class, now encompassing only ten boys. Among its responsibilities are the regulating of the lunch line, which involves a good deal of effort in a short space of time. Two boys handle this responsibility from 12:40 to 1 p.m. daily for a week, whereupon two other boys shoulder the job. Another responsibility is the high school parking lot, which is regulated to permit only as many cars in the lot as it can hold comfortably. This chore involves rising early for a week and being at school about 8:10 or 8:15 a.m. Two boys take this job also for a week. Another daily chore is room checking, which one boy does for fifteen minutes after school. Room checking is high on the list of class responsibilities. It is a system whereby the junior class informs the other classes how well they have cleaned their rooms, with . . . praise at the end of the year for the class which maintains the best record.
>
> Through what has just been disclosed, one can see that at least six and sometimes ten of the boys are occupied with one job or another throughout the week. This alone would not be too bad, but there are many other chores such as proctoring study halls which also occupy a good portion of the student's time. The old-fashioned school, in which nothing but studying is done, is indeed gone.

The Enrollment Committee

A special meeting of the executive, steering and enrollment committees of the Parents' Association was held in late March of 1949. According to Arthur D. Chilgren, president of the Board of Directors of the School, circumstances which could be contributing to the enrollment crisis were probably tied to the lower birth rate of the early 1930s, the current tightening of the economic situation and the Debt Retirement Campaign. The Parents' Association decided to organize a permanent Enrollment Committee.

At this same meeting, James L. Allen of the executive committee of the Board described his personal reasons for sending his two daughters (8th and 12th grades) to the School. He mentioned the very factors which educational reformers would be emphasizing in their recommendations in the 1980s. They were summarized in the *Notes*:

> 1. Size of the School. Every child had the opportunity to know all the children in the School.
>
> 2. Fine work habits. While it was human for adults and children to approach work as an ordeal, Mr. Allen was amazed at the spirit and responsible attitude with which his daughters approached their studies — an attitude which was new to him and which carried over into the extra-curricular activities.

3. The common bond between parents and children, increasingly important at a time when modern life has eliminated so many of these common family interests.

4. The opportunity to participate in all activities. Boys who would never make a regular high school team had the opportunity to represent the School and to develop what abilities they had rather than to have them untapped. The same may be said for participation in the class plays, the annual opera and other similar extra-curricular activities.

5. The democratic atmosphere of the School and the fine way in which new children were assimilated by their classmates. There were no cliques such as are formed by children in larger schools.

6. Willingness to accept responsibility, loyalty to the School and classmates, fine work habits, breadth of interest in the problems of our times, respect for teachers and a generally wholesome attitude.

George Hanford, the School treasurer [1948-55], gave a statistical picture of the School, indicating that each grade could use approximately seven new students. In open discussion the consensus of those present at the meeting was that the most effective way of bringing new families into the School was by individual and personal contact by present parents toward prospective parents.

Scholarships

Apparently, the awareness of a scholarship program at the School had not been widespread knowledge, which may have limited enrollment somewhat. Perry Smith discussed the scholarships in the October 1948 *Notes*:

> When I first accepted the post of headmaster of the School, I did so on condition that the governing body do all that it could to make it possible to take into the School all pupils whose families believed in its principles and wanted to work in it for its success and the furtherance of the ideals it stood for. In those days, of course, the School was more in the position of leading a crusade against formalism and orthodoxy than it is today when so many of the ideas we championed have been accepted and adopted by the more forward-looking schools throughout the country.
>
> The Board heartily agreed with me that if the democratic spirit of the School were to be preserved and the pupils were to benefit from knowing and working with a varied group of classmates representing a cross section of the community, we would have to take steps to prevent its pupils from coming too generally from any one financial, social, or other group. We felt it was of great benefit for children to learn to know and to understand the problems and viewpoints of other children who were not entirely like themselves. . . .

From the first it was decided that the School would not place . . . tuition grants on the competitive basis. We felt sure that we did not want "to buy brains any more than we would want to buy brawn" for the School's glory. Many of the students who needed the School most and would benefit most by it were those who were doing badly in other schools because they were not understood. It was felt that if we could take these children into the School and bring out the best of their potentialities, we would be doing a far better thing for the cause of our School than if we offered scholarships merely to outstanding students who needed very little help. Of course, we had to be sure that we could help the child in question, that there was material there that was worth educating, as one parent put it, and we had to avoid becoming a school principally for problem children; for that would not be living up to our principles of not being a school for one class of pupils. On the whole the results of our policy were startingly good. Many of our graduates of whom we are most proud, both because of their outstanding scholarship as well as their citizenship achievements in college, came from the ranks of those whose parents received tuition adjustments. I wish I could list the names of some of those who achieved the greatest distinction, but for obvious reasons the matter of tuition grants is always one which is kept entirely confidential. No one except the Scholarship Committee of the Board knows who receives such grants; not even the members of the faculty are told.

There is one exception to this rule. That is the case of the Skokie Scholarships. These are two full-tuition scholarships that are awarded to students of the graduating class of Skokie School each year. The principal of Skokie School submits the names of those members of his graduating class who he feels would benefit by coming to our School and who, by their hard work and good citizenship, have shown themselves to be worthy of consideration for this honor. The executive committee of our faculty then selects the two members of this group who seem to them best fitted to join our school community. As this is an award of achievement and an honor, the names of these students are not kept confidential, although in their cases, too, their names are not publicly announced. They are treated like everyone else in the School who has done something of which to be proud.

International Student Exchange

At the end of the 1948-49 school year, the Board of Directors authorized an annual scholarship for a foreign student. George Hanford wrote about it in the June 1949 *Notes*:

The presence of a French girl in this year's senior class has been invaluable to her classmates in bringing them into a closer understanding of the French people. This fact, taken with the School's basic objective of training our boys and girls to be effective citizens of our democracy and of the world, has been the underlying factor in the Board of Directors' recent action in authorizing the annual award of a scholarship to a foreign student.

This award comes also for the students as a natural outgrowth of the series of exchanges of letters and gifts which have taken place in the past between North Shore students and pupils in schools abroad. Through the organizations existing for the purpose of arranging international student exchanges, steps are now being taken to put the program into effect in the school starting next September.

The Day Camp

The Day Camp was not started for the purpose of increasing enrollment for the day school, but that was certainly a consideration in its continuation and expansion under Martin "Mac" McCarty [physical education, biology 1947-present]. Mac, who was hired to take the place of Doc Anderson during his 1947 sabbatical and was invited to stay on when Doc subsequently decided to retire in 1948, tells the story of the origin and development of the North Shore Summer Day Camp:

> The Summer Day Camp originated from the McKinney Play Clubs. Bert McKinney had operated boys' day camps in the Chicago area since the late 1920s, but his big operation ceased early in the 1930s because of the Depression. He finally settled in the North Shore area, mostly Winnetka, where the parents could afford to pay for summer camping. His center of operation was at Skokie playfield, and he used the beach area north of the Tower Road beach for swimming. When I first began to work in his day camp, he operated four Ford station wagons for about forty half-day morning children and forty half-day afternoon children.
>
> In the summer of 1948 Mr. McKinney hired me to run his camp in Winnetka. There were three other counselors besides myself. Two of them were just seventeen years old. The camp was in session six days a week and ran for ten straight weeks. It was my first summer in Winnetka, and I noticed that the facilities at Country Day were not being used. The only people who remained on the campus were Jean Talley, the maintenance crew (all three of them) and the headmaster's secretary. I moved the McKinney Camp from Skokie playfield to the North Shore campus. No one seemed to mind, and over the summer the McKinney Camp almost doubled in enrollment. That summer taught me much about how to operate a day camp in the Winnetka area, and I got the idea of starting a camp for the School.
>
> The next summer we began The North Shore Country Day Camp. Mr. McKinney continued to enroll campers and used the school grounds for the McKinney Club Camp. He did not enroll girls, however, so we began a camp for about fifteen little girls. Jan Klug was their counselor, and they used the lower school music room. The School owned one transportation vehicle — a DeSoto limo — and we used it to transport the girls. I was to direct both the McKinney Play Club and the School's camp.

The next year we increased the size of the camp. We had approximately thirty boys and thirty girls, and the School bought another DeSoto limo. Mr. McKinney was listed as the camp's manager, but all he ever did was enroll children for both his camp and the School's. He spent the summer at his boarding camp in Lac du Flambeau, Wisconsin. The School paid him for enrolling its campers, and he had to pay the School for the use of the school's facilities. I directed the total operation.

As the years went by we increased the camp enrollment until the combined enrollment of both camps was over four hundred children. It was at this time that the Day School recognized they would have to seek students from a much greater distance and began to purchase more vehicles, not school buses originally but vehicles that could be driven by people under twenty-one years of age. We were helped to build up our bus fleet when a parent who owned some bus companies gave us two big pusher buses from the streets of Cedar Rapids, Iowa. We converted them for day camp use and also to transport the School's students. There were very few school bus rules at that time, and we did not see many or have any yellow school buses. The state took charge gradually until now we have more than ten school buses of school bus yellow that have to be driven by certified bus drivers.

The arrangement with Mr. McKinney went along for many years. He enrolled the children for both camps, and I directed them. My helpmate was my wife Evelyn, who did all the secretarial work and manned the camp phone. It should go on record that Mrs. McCarty was a volunteer helper and was never paid for the service she performed. Up until 1983 we did no t have radios in the buses, so handling transportation was a difficult task. If a bus was stalled or a child missing, we had to try to solve the problem by using the single telephone — a very tedious task.

The two most difficult problems in running a day camp are the transportation and the swimming. When we first started out, we used the beach north of Tower Road and occasionally someone would allow us to use his home pool for a day or so. Lake Michigan is too cold to swim in for most of the summer so we had to find another solution. It was in the early 1950s that the above-ground pools were being developed. We started with one that was about fifteen feet in diameter and two-and-a-half feet deep. Fortunately, we did not have the large numbers of campers that we have today. The big problems with that kind of a pool are finding a concrete or blacktop surface to place it on, devising ladders to get into and out of it, and keeping the water sanitary. We finally ended up with five above-ground pools of varied heights to take care of all sizes of children. I tried assigning the job of keeping them clean with the proper chemicals to avoid spreading diseases and to be acceptable by health authorities. It never worked out, and I always ended up doing the cleaning and administering the chemicals myself. That situation continues to exist today in the late 1980s.

We used the above-ground pools for over thirty years with no more complaints from parents than we get today with our modern in-ground pool. Our one outdoor pool is not adequate for the number of campers that we have enrolled so we rent swimming time from Loyola Academy and take the older and better swimmers over there for lessons and recreation.

When the camp was first started, I could supervise both the girls' and the boys' divisions, but as we grew larger I needed someone to direct the girls while I kept my eye mostly on the boys. We hired Margaret "Muffy" Blelock as our first girls' director in the early 1950s. Muffy had operated her own child care program in Winnetka for many years and she was an expert on handicraft and swimming, the two activities that received the greatest emphasis at that time. (Today, girls do less handicraft, and there is much greater emphasis on sports.) Mrs. Blelock also was the lead teacher for The North Shore Country Day School kindergarten from 1953-60.

Karen Budney, one of North Shore's physical education teachers and coaches, became the girls' director for the next two years. One of her assistants was Carol Warkentien who took over when Karen left after the summer of 1977. Mrs. Warkentien was the director of lower and middle school music from 1974 until 1978. She left full-time teaching to give birth to her children but continued to direct the girls' camp until her family moved from the area in 1985.

As the years went by, it became evident that the service that Mr. McKinney performed — enrolling the campers — might be handled more efficiently by one of the School's staff. One year, during the enrollment time, Mr. McKinney became ill, and I had to do the enrolling in his place. I discovered that I could do it during evenings and weekends, and it did not infringe on the work time that I had to put in on my regular job at School. The Board of Directors came to the conclusion that they should buy the McKinney Play Club name from Mr. McKinney, and then the total operation would belong to The North Shore Country Day School.

In the late 1980s the summer camp was a strong program, the enrollment over 600 children. Mac McCarty has continued as enrollment director. Jay Bach, who joined the physical education department in 1965, became director of the camp in 1979. Over the years the day camp has not only provided a positive camp experience for hundreds of youngsters on the North Shore, but it has also brought dozens of new students to the School.

Middle School

By 1940 the middle school — sixth, seventh and eighth grades — had established a distinct identity. A one-page description and curriculum was printed and circulated by the School to prospective parents of the forties, featuring departmentalized academic work; modern language electives in all three years —

French or German; Shakespeare, Bible and grammar taught in the eighth grade; required athletics every day; required art, shop, music, and drama at least twice each week all three years; the study of English, history and mathematics daily and physical and natural sciences at least twice each week.

With the beginning of the boarding department at Leicester Hall, the middle school was moved from Leicester to Eliot Hall, where it remained until the new middle school building was constructed in the mid-fifties.

Several teachers left their mark on the middle school: Virginia Ingram, who came to North Shore in 1930 and left in 1933 only to return in 1943 and remain until 1972, teaching math and science for thirty-three years. Her other claim to fame was her skill as an accomplished golfer. In 1942 she won the State of Illinois golf title.

Nathaniel French came to the School in 1938 to teach middle school social studies. He was head of the Middle School from 1942 until 1946, when he moved to the upper school to teach history and become Dean of Faculty. In 1954 he became headmaster. Timothy Rhodes joined the middle school faculty in 1945 to teach English, social studies and science and in 1947 became head of the Middle School.

William Steel, a graduate of The Francis W. Parker School, became a member of the middle school faculty in 1947, teaching English, social studies and math. An alumnus of the Graduate Teachers College of Winnetka, his dynamic teaching style made him unforgettable to the youngsters who passed through the middle school from 1947 until 1963. In 1949 another graduate of the Winnetka Teachers College joined the middle school as a teacher of math and English, George Eldredge, also a graduate of North Shore in the class of 1941. In 1957 Eldredge became head of the lower school and middle school, and from 1969-73 he was the third headmaster.

The middle school too had its war effort in the form of a second-hand store. A notice appeared in the March 1943 *Notes*:

> With a growing list of OPA and WPB rulings it becomes imperative to use to the fullest extent each article of clothing and play equipment. If we can develop an efficient method for getting outgrown things into the hands, or onto the backs, of smaller children we will be doing a service to the children and to the country. Since mothers normally are the ones who buy these for the family, we hope they will make suggestions as to how these trades may be handled or what particular articles they would like to buy or sell. Advice may be sent by note to the Eighth Grade Store or telephoned to the School office.

With the second semester of 1949, a Fix-it Group was formed in the middle school and announced in the February 1949 *Notes*:

> The middle school has a new activity group this year. It is called the Fix-it Group, and consists of five boys who can be counted on to do good workmanship without constant supervision. At first the group, with its

faculty advisor, thoroughly examined the middle school building, making a list of all the things that needed repair. An imposing list of improvements has been made. A partial list includes putting all wooden lockers in perfect working condition, fixing the flagstand, making a volleyball court, repairing leaking faucets. The boys are to be congratulated for their useful efforts.

During spring break that year some of the seventh and eighth graders took a trip to Washington, D.C. with William Steel. Making the journey by train, they were accompanied by Virginia Deane '41, an upper school teacher, and by a school parent.

Child Study Group

During the 1940s, Gladys Adshead (lower school head 1943-49) led a child study group composed of parents who met regularly to discuss issues related to child development and family life. Adshead was born in England and educated at the Froebel Educational Institute in London. Before coming to North Shore, she taught at Beaver Country Day School in Boston and then became head of the primary grades at Buckingham School in Cambridge, Massachusetts. After leaving North Shore she became headmistress of the Charles River School in Dover, Massachusetts. The study group, an outgrowth of Adshead's interest in child development, at one point joined with Christ Church of Winnetka in supporting a lecture series on family life.

North Shore Broadcasts

Under the new drama and upper school English teacher John C. Marsh (1947-54), students from North Shore upper school agreed "to put on a series of four radio broadcasts over station WEAW, the FM station in Evanston." Marsh described what happened in the March 1948 *Notes*:

> A student committee from the high school is writing the script of the initial program, which will be student-directed and student-acted.
>
> The first broadcast will be in the nature of a general introduction to the School. The fifth grade will describe the Time Chart it is making in class. The middle school has several stories to tell: publicity for their store, drama club, and science experiments. The high school section of the program will be devoted to various class projects and some discussion of "The Mikado."
>
> These programs will be a new experience for the students participating, and we shall be eager for support, comments and suggestions from the parents and friends of the School who hear the broadcasts.

New Courses and Foreign Students

A sign of the times in the late 1940s was the increasing use of automobiles. Don Palmer '48 remembered that during the war years

> . . . nobody drove because there was no gas. We had a 1941 Olds but no gas. We used to hitchhike to school. It got to the point where my mother used to say, "If we have to drive, forget it."

But when the war was over and automobiles went back into production, traffic problems increased immeasurably. An article in the February 1949 *Notes* described the problem of the high accident rate among teenage drivers. A few schools began introducing safety courses in the late thirties, and by the mid-forties such courses had become widespread. By the 1948-49 academic year, North Shore added a safety course to the curriculum: the sophomore boys in the fall term, the sophomore girls in the spring. Will Talley [science 1943-72] was the instructor. The course, however, did not long remain. The faculty felt there were opportunities to get it elsewhere rather than take time from an already tight academic schedule.

An article appeared in the October 1949 *Notes* describing other new courses and the foreign student program:

> . . . We are again offering the students in the upper school the chance to learn the use of the typewriter. . . For a college student the ability to type may well be of major importance.
>
> For some years the School has been proud of its success in passing on to its students the ethical standards of the Judeo-Christian tradition. As a further effort in this field we are now experimenting with a course in the eleventh grade designed to assure an appreciation of Bible literature. The class will study the stories, the personalities, and the ideas of the old and new testaments. Needless to say, this is not a course in religion, and will not be concerned with interpretations of a sectarian nature. We plan to ask ministers from many religious faiths to assist in presenting the course to the children. We have leaned heavily on the experience and advice of Mr. James MacColl, Associate Rector of Christ Church, who is both a parent in our School and a recently elected member of the Board of Directors. He has given very generously of his time and will do much of the teaching at first. It has been gratifying to see the amount of interest in the course which has been shown by the boys and girls of the eleventh grade who have elected it.
>
> The School has participated in the program maintained by the American Friends Service Committee and the American Field Service to bring foreign students to America. We have welcomed to our Boarding Department a French student from a school near Le Havre with which we have been in close communication for several years and to which we have sent Christmas packages and various other supplies. The young French boy's name is

Michel Pigeyre; he is a member of our senior class and will be here for the entire year, after which he will return to France to carry on his work at the college level. After our experience with Annick de Marion who was in our senior class last year, we are delighted to continue the practice of having a French student in our senior class. Michel is already finding friends among his classmates and several Winnetka families have opened their homes most hospitably to him on the weekends. I hope that as in the case of Annick, the experience will bring about greater international understanding for our boys and girls and for Michel.

Morning Exercise

Concern with world issues continued to provide topics for Morning Exercise throughout the 1940s. Clifton Utley, the well-know news analyst and radio (and later, television) commentator, gave frequent addresses on current affairs. In December of 1942 there were two presentations by an unidentified speaker on South America: the rise and fall of dictatorships and the development of democracy. A twenty-year-old Hungarian girl spoke "From Darkest Europe" in April 1943.

The Parents' Association set up an educational series each year which included a monthly presentation, usually a lecture of substance, from 11:00 till 12:15. In March 1942, Thomas Hart Benton, the famous American artist, spoke on American art. A Christian East Indian of Hindu background addressed the topic of "America's Moral Role" in 1943. A month later Wilfred Hansford Gallienne presented "Answering for England." William L. Darden spoke on "Alaska and the Highway" and Mbonu Ojike on "Africa Will Be at the Peace Table." In 1945-46 Preston Bradley spoke on "The Festival of the Hearth." Bennet Cerf presented "Trends in American Humor" in October of 1949 and Orville Prescott, daily book critic for *The New York Times*, talked in March of 1950 about what are good books and why.

The Langston Hughes Affair

It was the Educational Series with its Morning Ex selections for early 1948, however, which precipitated a crisis from which Perry Dunlap Smith never fully recovered. On February 16, 1948, S.I. Hayakawa spoke on "Why We Don't Behave Like Human Beings," and Langston Hughes was scheduled to read his poetry on Monday, March 15, the Ides of March.

Gordon Browne [middle school math and English, 1945-52] was here at the time and remembered:

> . . . what must have been the most shameful episode in the School's history, the cancellation of a poetry reading by Langston Hughes during the

McCarthyite era. The *Chicago Tribune* and American Legion were hounding him as un-American, and they spread an article across the front page that he was to speak in Winnetka. Tremendous pressure was brought on the School to withdraw its invitation to him. In a dramatic special faculty meeting, the faculty voted unanimously that the invitation should stand. Then with reporters posted outside their meeting, the Board overruled the faculty and withdrew the invitation. Perry Smith went into seclusion for a week, trying to decide whether to resign from his beloved School. Others agonized over the same decision. Ultimately no one resigned, but for many of us, especially us young believers in what Perry Smith had shown us about our profession, Paradise was indeed lost, never fully to be regained.

Perry Smith spoke for himself in the April 1948 *Notes*:

> The School has just passed through a dangerous and difficult experience. It was a frightening bit of evidence of what Sinclair Lewis feared "could happen here" when he wrote his well-known book. As many of the parents of the School were able to know of it only through the highly emotional and distorted articles which appeared in the public press, I feel that they are entitled to an accurate account of what really happened and what seemed to be back of this sudden outburst.
>
> In the first place, let me thank most earnestly and gratefully all those friends of the School who, although they knew only the story as it was printed, yet had faith enough in the School to realize that newspaper accounts are often inaccurate and that we could not be either as gullible or as unintelligent and disloyal as we had been painted. It was most comforting and heartening to receive the scores of encouraging and friendly letters that have come in from those who know the School and commended its action, while only two seemed to have been caught in the hue and cry and joined the pack at our heels. There were many hysterical letters, of course, from those who did not know us (several were anonymous), threatening dire consequences to us on only the evidence of what they saw in the papers.
>
> One of the most interesting aspects of the whole experience was that never was Langston Hughes specifically called either a Communist or an atheist; in fact, the reporter who wrote the principal stories started out his interview by stating to me that he wanted it clearly understood that his paper had looked up Mr. Hughes's record carefully and definitely decided that he was not a Communist, and that, although his name had been brought up before the Un-American Activities Committee in Washington, the Committee had never called him to testify before them.
>
> What, then were the facts of the case? They are as follows: When the list of lecturers for the Educational Series was under consideration last spring, we decided to try to get an American poet to share his poems with our children. Carl Sandburg and Robert Frost were both considered but proved to be unavailable, so the suggestion was made that we invite Langston Hughes,

who had been lecturing with unusual success for ten years and who was especially good with little children, telling them stories of Negro family life as well as reading his poems. He had been enthusiastically received by schools like ours in the Chicago area and across the country, and by neighboring suburban high schools. There was no evidence of any subversive influence; the poems he had written and published were certainly not subversive, and the group of poems he had published called *Feet O' Jesus* were most reverent. His statement of his ideals for American Democracy as printed in Edwin Embree's book, *13 Against the Odds*, was eloquent and uplifting in its faith and hope for the American Democratic tradition. He had won a Guggenheim [Fellowship] and several other national awards. There seemed to be no reason to question his desirability as a lecturer on our program, and as the date we had open came shortly after Brotherhood Week, it seemed singularly appropriate to schedule him at that time.

If we had investigated Langston Hughes more fully at the time of engaging him to lecture, it would have been hard to find any evidence of a dangerous leftist sympathy, except for a reference to him in the record of the Un-American Activities Committee in Washington, where his name had been brought up several years ago, together with many others (including President William Allan Neilson of Smith College and Professor Reinhold Niebuhr [protestant theologian]). Since that Committee, after hearing the accusation, had not called him before them, this did not seem to be condemning information.

Where then did the poem, which seemed shocking and extreme to us all when we read it in the *Tribune*, come from? It does not appear in any published collection of Hughes' poems; in fact, it is hard to find in print. It was written while he was still in college, and he himself declares, in an article published this January in the *Negro Digest*, that he considers it a failure. He had intended it as irony, an attempt to shock us out of a smugness which allows us to claim to love our neighbors but finds us unwilling to put this principle into practice. Be that as it may, these stanzas, taken out of their context, were violent in the impression created. By printing these lines, and by implying that they were characteristic of the poems which Langston Hughes would read at the School, the papers destroyed any possible benefit which might have been derived from his visit. Hence, the Board of Directors wisely decided to withdraw the lecture.

To my mind, however, the really significant element in the incident was the readiness with which our cherished principles of political and academic freedom may be lost sight of. We are faced by complex and threatening potentialities in the international situation today. It is easy for each of us to translate our anxiety and bewilderment into panic, to suppress on slight provocation the very freedoms we are all so eager to defend and preserve, and to indulge ourselves in witch-hunting and hysteria.

> Such unreasoning fears have been effectively utilized by Soviet leaders in paving the way for the establishment of police states. It is a pattern followed by fascists and communists alike, by Hitler in Germany, by Tito in Jugoslavia, by Franco in Spain and by Gottwald in Czechoslovakia. The voice of freedom is first silenced by creating hysterical fear and intolerance, then the subversive group casts suspicion on the independent thinkers — the artists, the poets, the scientists, and the school teachers; and, finally, the false leaders induce their countrymen to actions which strip them of a free press, free speech, academic freedom and the right to freedom of conscience. We in America must not be lured into playing their game.
>
> In times like these we must guard our country against both Communism and Fascism, the extreme left and the extreme right, both of which lead to dictatorships. It would be poor economy, indeed, to save the country from one at the expense of forcing it into the hands of the other. At such a time, too, the importance of independent schools in a democracy seems greater than ever, and we in these schools must be sure to live up to our trust. I believe that our Board of Directors did so when they considered as carefully and calmly and fairly as anyone could under the circumstances the best decision to make in the face of such intense and confused pressure. Their public statement reprinted below clearly defines our position. We intend to hew strictly to that line in defense of principles of our Constitution and particularly that part known as the Bill of Rights.

A formal statement was issued by the Board of Directors on March 2, 1948:

> The Board of Directors of The North Shore Country Day School has announced that the engagement by the School of Langston Hughes to give a reading of his poetry at the School in furtherance of Brotherhood Week has been regretfully cancelled. The School is opposed in principle to any theory that alleged political views of an individual should be the occasion for suppression of his usefulness as an artist and considers it detrimental to the cause of education that recent public expressions have produced an atmosphere destructive of the benefits to the children of the proposed reading. Particularly does this seem unfortunate in view of the recent successful recitations by Mr. Hughes at other schools in the Chicago area.

So the decade of the forties closed. How ironic that a school created to promote and protect democratic values should be caught in such hysteria. Everything Perry Dunlap Smith had stood for both publicly and privately — freedom, democracy, brotherhood — was challenged by this experience. In the mind of Perry Smith, his School was to do its educational duty on the side of democracy and freedom, in a war against dictatorship, intolerance and slavery. That battle was ostensibly won, and his vision moved on to the needs of those in Europe who suffered from the devastation of the fight. Meanwhile, at home, at The North Shore Country Day School, Smith's ideals were compromised by the handling of the Langston Hughes affair and democracy was the loser. Like Hitler in the Reichstag fire trial, the *Chicago Tribune* had succeeded in using the spectre of communism in order to suppress dissent.

THE FIFTIES: Time of Transition

At The North Shore Country Day School, the twenties and thirties saw the year-by-year creation of a notable educational community, formed in large part by the imagination, character and ideals of Perry Dunlap Smith. The forties were darkened by global war and by hunger and destruction in the early days of the peace. The fifties also had a central theme: this was the decade when, after thirty-five years as headmaster, Perry Smith resigned, leaving his life's work to be nurtured by other hands and other minds.

In three and a half decades Perry Smith had created a school that was nationally recognized as a leader in the progressive education movement. He himself was acknowledged as a figure of authority within education circles. He was elected in 1927 as a member of The Headmasters Association of America, an honor granted in recognition of his significant contribution to secondary education. From 1933 to 1936 he served on the executive committee of the Association, and in 1944 he was elected president. He was a member of the Board of Overseers of Harvard University from 1940-46, a director of the Institute of Psychoanalysis and a trustee of The Francis W. Parker School of Chicago. In 1939 he received an honorary Doctor of Literature degree from Colgate University.

The story of his school in the fifties falls into two parts: first, a summing up of "The state of the School" during Perry Smith's final years in office; second, the new values and concerns his successor added to an already rich educational environment.

Questions and Answers of the Times

> The curriculum of the School combines the best features of progressive education and traditional preparatory methods. Against a background of the most modern teaching. . . , progress in the "3R's" is measured by periodic standardized tests. Throughout the School special emphasis is placed on the development of reading skills.

The brochure "announcing the season of 1949-50" was once again using the term "progressive" but coupled with the word "traditional." However, many courses, considered merely optional in other schools, were required at North Shore.

A paragraph was devoted to "discipline," perhaps to give balance to the use of the word "progressive." Discipline did not mean regimentation or unquestioning obedience but rather a moral and social attitude that is indispensable to the life of a family or a community.

The question raised by prospective parents and students in the forties and fifties was whether this community was socially "exclusive" (the term used during the forties) or "snobbish" (the fifties term). The 1945 pamphlet stated that:

> . . . some of the most outstanding students at North Shore — scholastically and from the standpoint of popularity — come from very modest homes. . . The School grants over $20,000 annually in scholarships.

With regard to whether the School was snobbish in the 1949-50 brochure, the response was:

> It is not. In the first place, the School through its admissions and scholarship policies strives to maintain within its student body a cross section of the north shore communities which it serves. In the second place, we feel that there is a minimum chance for snobbishness in a school where all students are members of a big family. No one can get lost in the crowd. The school's size also minimizes the formation of cliques.

At various times in the history of the School there were rumors about what types of students would be admitted. One rumor had it that only youngsters with an IQ of 130 or above would be considered or that the child must be an outstanding student in order to seek admission. Perry Smith addressed the question of admissions in the February 1950 *Notes*:

> The School . . . has never been willing to concentrate only on brilliant pupils, nor has it ever allowed itself to be a haven for problem cases. We have tried, and are continuing to try, to help to develop to their full extent the boys and girls who come to us from families who know us, believe in and share our ideals and philosophy, and are willing to help us work towards their realization. As the Board of Directors phrased it in the first decade of the School and as is still true, the decision to accept or reject any given applicant is based on the following two considerations: First, does this particular boy or girl need our unique and distinctive type of school? and, second, does the grade group which this student would join need this particular type of boy or girl, and will it be able to assimilate him or her to their mutual benefit?
>
> Under these considerations, it has not only been possible to take into the school pupils of great promise and with no apparent difficulties in the academic field, but also we may accept a student who has had or is having very considerable trouble academically or who is afflicted with a great physical handicap, such as deafness or blindness. . .
>
> Assuredly, we may well be proud of our success with certain children who later turned out to be among our most successful graduates, but who came to us with a record of having previously failed in several other schools. Actually, it would seem more accurate and fair to say that those schools had failed with them. In such cases it is always a great satisfaction to realize that we were able to succeed. I believe the other students perhaps as much as the teachers deserve the credit for such achievements, and the benefit to them is invariably correspondingly great.

Will Talley [science 1943-72] remembered a troubled student he had and how he encouraged the boy's classmates to help him out:

> . . . I had a boy one time that was in constant difficulty with his classmates. He was just fighting back and forth with them all the time. One time, I sent him out of the room to get something — it was a put-up job. When he went, I said to the other kids, "I don't know what the trouble is, but I know he is not getting along with you. I don't know if it is your fault. But when you get through with this school, you are probably going to be good friends for life, and he is not going to have any. The only people that can correct that for him is you. If you can get him to go 25% of the way, and you have to go 75% of the way, you are the winners. I don't know how you are going to do it, but try it." In one week's time, those kids were all playing like fingers on the same hand. They just changed him right around. Some of the boys mentioned that to me later on. They thought that it was terrific that I had done that, and I thought it was terrific that they had done it. But I think that good teachers will do this whether they are teaching in Timbuktu, wherever it is. They might not have the time and setup to do it. We were encouraged in doing it here.

Where Students Come From

Where were students coming from at this point in the life of the School? The staff of *The Purple and White* were asking that question in 1951. Patricia Blunt Koldyke '54 attempted to find out:

> . . . the oldest record obtainable was that of the year 1939-40. As might be expected the majority of the enrollment are from Winnetka now, as they were then. One hundred fifty-eight in 1939 and 188 in 1951. [By 1984 that number was down to eighty-five.] The next highest number this year is the thirty-four who come from Highland Park, which is a good deal over the fifteen in 1939. [In 1984 the number was still thirty-four.] Strangely enough, twenty-four students now come out from Chicago every day, while before, because of transportation difficulties, there were only three. [There were twenty-six in 1984.] Next in line for 1951 comes Glencoe from which North Shore draws twenty-three students, but surprisingly enough in 1939, thirty-one came from there. [In 1984 it was seventeen.] This year Evanston and Wilmette are tied, each contributing seventeen to the total student body, but twelve years ago, Wilmette was dragging thirteen to seven. [In 1984 Evanston was contributing fifty-nine students and Wilmette thirty-two.] Sixteen hail from Glenview as opposed to 1939's three. [And 1984's thirty-one.] In both years four pupils came from Kenilworth [and twenty-one in 1984]. 1951 brings us three from Northfield while 1939 could only manage one [and 1984 twenty-six]. Northbrook, however, ties with Northfield this year and they had no students in 1939 [twenty-nine in 1984]. Lake Forest gives us only two, but this is better than the one of the earlier year. [Compare this with four in 1984.]

Remember, there were no on-campus boarding facilities prior to the forties. Thanks to Leicester Hall and to better roads, North Shore in 1951 had one student from each of the following: Libertyville [none in 1984], Highwood [one in 1984], Norway, Minnesota, Indiana and New Jersey.

By 1954 School opened with a sixteen percent increase in enrollment. The April 1955 *Notes* discussed the encouraging trend:

> The final size of the School is set by its plant which was carefully designed to allow for grades of approximately twenty throughout the lower school, groups of thirty in each of the three middle school grades, and groups of forty in each of the four upper school grades. As we grow toward this size it is important that we continue to get from parents that support which made possible our growth of this last year. Certainly we should have a selective admissions policy, and this can only be true so long as parents continue to urge on their friends' and neighbors' consideration of Country Day as an opportunity for their children which they cannot afford to overlook.

In 1950 the Board of Directors published a bulletin on the Scholarship Fund listing four reasons why it should be supported:

1. To help foster and maintain the democratic spirit of the School.

2. To allow certain worthy children to enroll who would otherwise be financially unable to attend the School.

3. To make certain that no child will be deprived of the opportunity to graduate with his class for financial reasons.

4. To continue to attract and maintain a strong Faculty.

Perry Smith often wrote of his resistance to the growing standardization and collectivization of education during the 1940s and 1950s. He especially regretted the segregation of age groups and the rigid regulation of curricula in the expanding public schools. In the May 1952 *Notes* he expressed his distress:

> "Standard" textbooks have been adopted for the schools of an entire state. This inevitably means the teachers will teach them uncritically except in very few cases, for this kind of standard efficiency nearly always results in training the teachers to think in a standardized fashion. . .
>
> The loss in large numbers of our future citizens of the ability to think for themselves, to form convictions based on critical thinking and evaluation, and to have the courage to stick to these convictions even in the face of the more popular mass thinking is a serious matter in a democracy. . .

But even more important than this is our emphasis on the fact that individual freedom without responsibility for the welfare of others is not freedom but license. In order to be free oneself, one must respect the rights of others and recognize the fact that the answer to Cain's ancient and pertinent question, "Am I my brother's keeper?" is "Yes!" This we try both to teach and practice.

Global Events in the 1950s

Once again war threatened the students' sense of security. The Korean conflict began the summer of 1950. During the Christmas holidays of 1950-51, older brothers and friends who return home for vacation from college brought with them the sense of threat of the draft. Smith recognized the kind of panic that can set in under conditions like this and tried to provide some perspective in his February 1951 *Notes* essay:

> . . . [There is a] sobering effect upon both our young men and young women of the chaotic and threatening international crisis and the Damoclean prospect of being drafted. This was vividly brought home to our high school boys by association with their older brothers and friends who were home from colleges, where it is clear that the question of service with the armed forces dominates most conversation and discussion in all phases of their lives. . .
>
> Parents, hearing rumors that the government may defer the active service of those who stand in the upper portions of their class in college, begin as low as the primary grades to worry about a child's rank in his class and propose to tutor and drill him both in school and during vacations, in the hope that he will achieve better marks than all the others. This . . . could become a dangerous trend.

To those parents caught between their anxiety for their sons in the face of the draft and their concern for high-level academic achievement, a relatively new program was especially appealing.

The Reading Program

The 1950 brochure gave special emphasis to the development of reading skills. A faculty member with a keen interest in reading was Gordon Browne [1945-52], who taught middle school English and math until the fall of 1951 when he moved to the upper school English department while Cleveland Thomas [English, 1944-56] completed his doctoral courses at Northwestern University. During that year Browne developed a speed and comprehension reading program for the juniors, which he described in the February 1952 *Notes*:

> This course is built around films and printed materials developed at Harvard College for use with their freshmen. The course has been given at North Shore to three groups during the fall semester. There have been two evening adult groups, and all the seniors have taken it.

A light-hearted description of the seniors' experience with the reading program during the first semester of that year was written by Suzie Martin '52 for the February 13, 1952 issue of *The Purple and White*:

> Every Thursday morning during the first semester, thirty-one gleeful seniors and Mr. Browne met in the auditorium for a scintillating double period. Seriously, what was done was for the most part very interesting. First, we saw a film. The film was like a page of a book. Each group of words in a line was lit up and that is what you read. This lighting up of groups of words was set at a certain speed. Only what was lit up could be read. Therefore there was no chance of going back to find out something you missed. After the film we took a comprehension check. The subject matter of these films was usually very interesting and occasionally even amusing. For instance, we saw films on Kon Tiki, the seal Eskimos, and all about how our society and family resembles that of orangutans, gibbons, apes and baboons. After taking the comprehension checks on the film, we did a selection from a fat yellow book. This consisted of educational treatises on various subjects such as humor, truth, the emergence of the masses and the like. We read the selections, found out our speed, took a comprehension check on what we read and then scored it. Then there was a second showing of the film at a faster rate and another selection from the fat yellow book. . . .
>
> Incidentally, among the materials we have for the course there was a wonderful little book called *30 Days to a More Powerful Vocabulary*. From personal experience I highly recommend it, and I advise all that the best place to study it is in the bath tub.

At the close of the 1952 school year, Gordon Browne left to author a book. The reading program was picked up by Gerald Ostrom (1952-67) who was trained in the Gillingham method. Unlike Browne's program in the upper school, Ostrom focused more on remedial reading and testing.

The New Minor System

In addition to the major academic courses, the School had always put emphasis on experiences in the arts. The perennial problem, however, was devising a schedule to accommodate all of the courses considered valuable for educating the whole child. In the fall of 1952 the faculty initiated the system of minor subjects for the upper school students as described in the November 1952 *Notes*:

> The new system . . . concerns music, art, shop, mechanical drawing and sewing. Heretofore, these courses have been written into the schedules of students according to certain requirements. Those requirements have been changed, not in extent, but in form. Whereas these courses formerly met for one period per week for a semester, they now meet twice a week for a quarter. The purpose behind this change is to concentrate the course over a shorter period of time. . . .
>
> . . . [T]he new system retains the rigidity of requiring some work in these fields of all students, but adds the flexibility of permitting students added experience in fields of their own interest. It encourages them to accept more responsibility for their own education. . . .

Eighth Grade Curriculum

There were exciting developments in the eighth grade social studies curriculum under William Steel (1947-63). He set up a course which explored the privileges and duties of good citizenship. The vital issues of 1953 were international relations, interpersonal relations, labor-management problems and problems arising between minority groups living together. The underlying purpose of the course was to teach the students analytical thinking. Rather than textbooks, the course was based on movies and propaganda of all kinds but also, and most especially, the daily newspaper.

Steel himself was an alumnus of The Francis W. Parker School and the Graduate Teachers College of Winnetka. As such, he was thoroughly imbued with the philosophy of progressive education and appreciated the value of learning by experience. His teaching style is a vivid memory to Suzy Brew Schreiber '58. A lesson on anarchy, for instance, in her middle school social studies class involved tying up the teachers, putting them on the third floor of Eliot Hall (the old middle school) and then trying to carry on alone for the rest of the day. Virginia Ingram [middle school math and science 1943-72] didn't go for the idea at all. She kept her children in the sixth grade room that day and would have nothing to do with the anarchy. The anarchy lesson, however, was not forgotten by the student participants. Youngsters could not move through Steel's classes without having a provocative experience.

Other memories of eighth grade in 1953-54 included taking three foreign languages — French, Latin and German — one to a trimester. One advantage of this system for Dr. Karla Landau [German 1930-64] was that it gave her the opportunity to select the students she would allow into her freshman German course the following year. Eighth grade courses also included one in Shakespeare taught by Perry Dunlap Smith. He chose to teach *Macbeth* and *Romeo and Juliet* that year.

Building a Boat

Building a sailboat was the special extracurricular project for late winter and spring of 1954. Five male faculty members — Nat French, David Howe, William Steel, Will Talley and Ernst Benkert '46 [art 1953-55] — and nine students worked together on it. Nat French, who had spent twenty summers at his mother's camp for boys in Maine and had a passion for boats and for sailing, led the nautical team.

Eventually, the group built two more boats and competed in matches in the Skokie Lagoons. All three boats were in the Penguin class and were later used by the day camp in the summer of 1965.

Field Trips

The fifties opened up a number of travel experiences for the students. During the summer of 1953, six students (all girls) — and twenty-four pieces of baggage — traveled to France by ship with Mme. Simone Valvo [French 1947-78]. The French customs man took one look at the twenty-four pieces of baggage and the anxious faces of the six girls and said, "How many beautiful daughters you have, Madame!"

In anticipation of the summer of 1954, Gerald Ostrom organized a "gypsy trip to Alaska" for thirty-five days for the upper school boys. This trip was more of an adventure than any of the participants ever intended. Mr. Ostrom hurt his back, and two of the boys had to carry him out of the wilderness.

According to *The Purple and White* of September 18, 1957, "North Shore Students Invade Europe" with Dr. Karla Landau on the SS Empress of France during the summer that year. "The ship, as Charlie [Mortimer '58] predicted, was not in the category of the *Queen Mary*, but the company was excellent."

Mme. Valvo and Doctor Landau took students on a number of trips in the following years, always a challenge to the teachers, as those who went with them may agree.

The middle school was also making field trips: the eighth grade into Chicago to study the problems of city housing, the seventh grade to Milwaukee to visit Ampco Metal Products and the Florsheim Shoe factory, and the sixth grade to the water and electric plant of Winnetka.

Lillian Griffin (1921-52) took her fifth graders to Springfield as part of their study of Illinois history.

Music During the Fifties

Spring brought its annual ritual, the opera. But the new decade also brought with it a new music director. Following the sudden death of Ramsay Duff in March of 1949, the School was fortunate to obtain the services of Alice Parker for two years, from fall of 1949 through spring of 1951. Miss Parker was trained at Juilliard and held a teaching fellowship as assistant to Robert Shaw of The Robert Shaw Chorale. Under Parker the opera of 1950 was a double bill: *Trial by Jury* again and also an experimental piece for North Shore students, *Down in the Valley*, by Kurt Weil.

The 1951 production was *Patience*. Parker then left North Shore and resumed advanced studies in composition in New York. Over thirty years later — in 1985 — the director of lower school music for North Shore will encounter Alice Parker at an Orff Association Convention, where Parker will be presenting sessions on choral music.

A musical director by the name of Frank Patterson came in for one year and directed *The Pirates of Penzance* in collaboration with the director of drama, John Marsh [drama, English 1947-54]. It was during this season that a new system for producing the opera was set up. Committees were formed to deal with each aspect of the production under the supervision of selected faculty and student heads: scenic design under Marie Holland [upper school director of art 1947-52] and Ida Wied [science 1926-52] with Sue Goodman '52 as student head; scene building under Will Talley [science 1943-72] and Vincent Reidy [industrial arts, maintenance, print shop 1951-66] with Jim Loewenberg '52 as student assistant; costumes with Elsie Harridge [math, sewing, Latin, business office 1944-69] and Helena Lennards [Latin 1947-53] with Diana Patrick '53, Ellen Reeves '54 and Sylvia Hiller '54; the business aspects under Lewis Taylor [math 1925-64] and Gordon Browne [middle school, reading 1945-52] with Tim Clark '52 as student manager; publicity by George Hanford [School treasurer 1948-55] and Jean Talley [registrar 1939-82] with Steve Edwards '52 and Sue Martin '52 as co-heads; make-up with all the freshman girls under the direction of Dr. Karla Landau, Julia Gilbert [English 1928-52], and Joanne Kutten [math 1950-53]; and records and research under David Howe [English 1947-55] and Julia Gilbert with Bob Zimmermann '52 as student assistant. Everyone was involved in the production of the opera.

In the autumn of 1952 a new music director joined the faculty of the School and thus began a new era for the music program. His name was Vincent Allison. A delightful profile of him was printed in the March 1959 *Purple and White*:

> Mr. Allison was born in New Bedford, Mass., and went to the city high school there. It seems he has always been interested in some form of music, for he played the clarinet and bassoon in the school's orchestra and band. Inadvertently, he was also the R.O.T.C. major.
>
> Wesleyan University then claimed Mr. Allison after high school, and — here's a surprise — he majored in chemistry! The reason for this, he says, is that he had some doubts as to the good professional opportunities in music,

and chemistry seemed "safer." Besides, being a good student, he was a member of Sigma Ti, vice-president of the student body and student director of the glee club.

After this glorious college career, Mr. Allison was whisked off to the Army to become a second lieutenant in chemical warfare. One and a half years, a wife and two children later, he returned to civilian life and to Wesleyan to get his master's degree in chemistry. Shortly after obtaining this degree, Mr. Allison was offered a position as director of choral activities at Wesleyan and an opportunity to study music at Yale, where he obtained a bachelor's degree. Following this, he went to Harvard and there received his master's degree in music. In 1952 Mr. Allison became a member of North Shore's faculty and since then has graced our beautiful sixteen acres with his outstanding voice, superlative teaching and unsurpassed choral direction.

Vin Allison did continue to grace the North Shore campus with his presence for the next thirty-four years. He strongly believed that singing in the school chorus provided an essential discipline for adolescents. For many years students in The North Shore Country Day School were required — sometimes under protest — to sing in chorus twice a week. (Many people connected with the School felt that something was lost when that requirement was rescinded in 1987.)

The high point of the opera during the decade of the fifties was the year that four of the five starters on the basketball team also had leads in the opera. The opera that year, 1956, was *H.M.S. Pinafore.* The *Chicago Sun Times* was so impressed that a reporter and photographer came out to the campus to capture the event. Two pictures appeared on the sports page of the March 12, 1956 issue: one shot of the boys practicing their songs in their basketball trunks, the other of the boys dribbling basketballs in their *Pinafore* costumes. The reporter recorded:

At North Shore Country Day School in Winnetka, four of the five starters on the varsity basketball team can and do whip through an aria or sink a left-handed hook shot with equal aplomb.

"Yes, it's true," said Coach Martin McCarty, obviously pleased with his boys' cultural pursuits.

In these days when most people think varsity athletes can do nothing more than gargle, nonstop, for three minutes in low C, North Shore's athletic heroes are the toast of the musical world.

One boy, Paul Loomis ['56], a 6-4 center, and the team's leading scorer, won a contest for having the best male voice in the Chicago area.

The contest was sponsored by Lyon and Healy and held last fall on the eve of the North Shore Country Day-Francis Parker football game for the Private League championship.

Loomis, a lineman, was still in good voice the next day. He sang out the defensive signals as North Shore handed Francis Parker its first loss of the season and won the league championship.

North Shore Country Day's other basketball players — forwards Charles Newman ['56] and Bob Schnering ['56] and guards Coleman Hutchins ['56] and Frank Lunding ['56]— also played on the Raiders' championship football team.

Newman, Hutchins and Lunding perform with the school's opera troupe, too.

In fact, the only non-singer among the basketball regulars is Schnering. However, Schnering takes an active part in the theatrical productions. He serves as the student co-ordinator, working behind the scenes and making certain that the right people are in the right place at the right time.

"A very demanding job," said Coach McCarty, as he finished dressing and stood at the door in formal attire, a picture of uncompromising sartorial splendor.

Where was he going?

"To the opera, of course!" he said, waving a cane.

Before we said good-night, Coach McCarty told about his boys and the fine North Shore basketball team. The Raiders won twenty-one of twenty-five games and also won the Private League tournament.

In 1958 Vin Allison formed a North Shore orchestra in the upper school, fed primarily by students who had been trained in the lower and middle school orchestras under Theo Dosé [music 1951-59]. Both orchestras performed for Morning Exes and attended various concerts in Chicago.

The music program developed strength and a recognizable identity as Dosé and Allison came to the end of the fifties. Unfortunately, Theo Dosé died in November, 1959. She was replaced by a temporary teacher, but it would be many years before another music teacher would work with the lower school on a long-term basis.

Perry Dunlap Smith Retires

When Perry Smith retired from the office of headmaster of The North Shore Country Day School in the spring of 1954, it was not surprising that the event was marked by *Time* magazine. The April 1954 issue called Smith an "Old-Fashioned Progressive" and had this to say:

> In the dining hall of Chicago's Francis W. Parker School one night last week, forty teachers and headmasters from private schools all over the city gathered for a dinner in honor of a distinguished colleague. After thirty-five years, Perry Dunlap Smith was retiring as headmaster of The North Shore Country Day School in Winnetka. For many a U.S. educator, the retirement was something of a milestone. A disciple of the late Colonel Parker, Headmaster Smith has spanned the whole history of the American progressive movement, and his own school has become one of the most famous of its kind in the U.S. But in an era plagued by so much educational flapdoodle, even conservative critics have had to admit that Smith represents progressivism at its best. . . .
>
> Last week at his banquet, Perry Smith delivered one final plea for the middle way of the "old-fashioned progressive." He denounced those who would sweep away all discipline and intellectual content from the school "Certainly the old-fashioned progressive never advocated any such thing". He also deplored those who insist that everything progressive is wrong. "As one great headmaster put it, 'You are neglecting to put the fear of God into [children].' Yes, perhaps so, but it is my belief that we put the love of God into children, and that is far better."

Given the stature of Smith and of the School, finding a new headmaster was a particularly challenging task. A nationwide search was conducted, in spite of the fact that several members of the faculty were particularly well-suited for the position.

A New Headmaster is Found

Perry Smith wrote about the search and about the results in the April 1954 *Notes*:

> The Board is to be congratulated not only upon the wisdom of its decision but also upon the manner in which it reached that decision. No one could have been more conscientious, understanding and thorough. In the first place, it asked the faculty members to draw up an outline of the characteristics which they considered essential in a leader who could carry on the traditions and ideals of our School, many of which are distinctive with us.
>
> The faculty . . . delegated a small committee to put its ideas into appropriate words. This report . . . receiving the approval of the whole faculty, was submitted to the Board of Directors [which]. . . adopted it as a guide when interviewing candidates.
>
> In all, more than thirty-five individuals were carefully considered and studied. The search extended all the way from New England to California. . . . Several promising individuals were invited to visit the School to inspect

us at work and at the same time to give the Board's committee an opportunity to interview them.

One interesting result of these interviews was the opinion our visitors often expressed that we had so many members of our own faculty who were superior to anyone the visitors knew anywhere else, that it would seem unnecessary to look beyond our own group.... They earnestly advised us to look among those persons who had been trained in the traditions of the School and knew its unique distinctions and characteristics well....

It was, therefore, with the greatest joy and satisfaction that I learned of the Board's selection of Mr. [Nathaniel] French. He knows and is devoted to the ideals of our School about as well as anyone can be. Not only has he been a member of the staff since 1938, but he comes from a family which has been pioneers in this type of education since the turn of the century. His father, Mr. John French, was the headmaster of The Cambridge School near Boston. He was one of those who have lately come to be called "the Genuine Progressives," and fought the early battles in that field as one of our colleagues....

Mr. French attended Harvard for a year [Smith in this message does not mention that French contracted polio at the beginning of his second year at Harvard and spent a year recuperating.] and then transferred to Rollins College, the experimental college started by Hamilton Holt in Florida. He soon found himself in the midst of a student and faculty upheaval there which resulted in a large group of both bodies leaving and setting up a new college at Black Mountain in North Carolina, which is where Mr. French completed his undergraduate work. After college he accepted a post as a teacher-in-training at the Park School in Baltimore. This is another of the great schools that has done sound experimental work along the lines our School has also tried to follow. While there he did a little of almost everything and made such a reputation for himself that Mr. David Corkran, who was acting headmaster of our School while I was away in Europe on sabbatical leave, heard of him and induced him to come to us as a teacher in the middle school.

His progress since then is known to most of you. He was soon made head of the middle school. Later he was given teaching assignments in the upper school where he made his course in United States History so stimulating and valuable that he was made the dean of boys. Shortly after that he displayed such leadership among his colleagues that he was chosen to be dean of the faculty, a post which he has held with distinction ever since. This year, after a sabbatical leave in England and Europe during which he studied and sometimes taught in some of the great schools there, he has been the head of our lower school. During the past ten years as a member of our faculty executive committee he not only became thoroughly familiar with the many administrative details and problems of the School but also showed himself to have such unusual ability to find solutions for them, that

he clearly emerged in the end as the person to whom the others turned for both guidance and leadership in most emergencies.

. . . I am confident that under Mr. French the future of the School is assured. May I again congratulate the Board on its very wise and fortunate selection.

Perry Smith was bringing to a close his role as headmaster. As a person reaches the end, whether of a career or of a life, there is a psychological process — usually unconscious — of reviewing one's life, of trying to make sense of it, of finding meaning and validation in what one has done. Perry Smith did this in his final essay as headmaster in the June 1954 *Notes*. His title was very poignant:

Our Hope is Great

Any change involves risks, but most changes in well established institutions which have a clear and active philosophy or course by which to steer, are a part of that institution's growth and hence are for its good. Certainly this is true of the change in the administration of our School; it is very much a part of its continued growth and improvement, as has already been demonstrated in the short time since the change has been announced.

Re-evaluation

A new and very actively healthy spirit has been generated both in the faculty and in the Parents' Association. There is on all sides distinct evidence of a keen sense of responsibility for the welfare of the School and its betterment. New ideas have appeared for improving ways of doing things which were tending to become crystallized. The faculty undertook a study and re-evaluation of its whole teaching philosophy and has carried it on vigorously for many months. New types of grade meetings of the parents, students and faculty, such as the parents' panels, have been evolved and very successfully carried out. These improvements will be continued in the years ahead, and the spirit which produced them will create others. In many ways the atmosphere and climate of the faculty and the Parents' Association is strongly reminiscent of the early days of the School when we were blazing new trails and were stimulated by a crusading ardor.

Growing Respect

The attitude of the community as a whole in respect to the School, as well as the respect of our individual parents for it, also seem to have undergone a marked change for the better. As long as ten years ago, when William Allen Neilson, the president of Smith College, referred to the School when addressing a meeting of the Associated Harvard Clubs in New York City as "one of the great schools of America," I was greatly surprised and, of course, pleased; but it seemed to me he was being over-generous. Today, after we have received during the past few months so many kind appraisals of the

School from educational authorities and leaders, the community in general seems to have accepted the fact that President Neilson was both right and accurate in his statement. Perhaps we have built better than we know. At least, I hope so.

Importance of the Parents

On all sides this year we have received recognition for the distinctive relationship of the parents to the School. The faculty and homes have worked out an attitude of mutual respect and responsibility which I do not believe has been achieved to the same extent in any other school. . .

Interage Interaction

Another distinctive feature of the School is the cordial and sympathetic atmosphere that exists between the various ages of its pupils. There are many schools which have children of the same age spread as ours, but I know of very few others where the sense of responsibility for the welfare of all is felt by each age group so completely. One of the most important devices whereby this is brought about is the daily assembly and the spirit in which it is carried on. . . .

Vision of Greatness

Such things as "the habitual vision of greatness" which Alfred North Whitehead states as the necessity of all moral education, must never be lost sight of. The necessity of keeping "all the avenues to the soul open and in use" by not leaving such essentials of self-expression as art and music and drama and creative writing to chance or to the child's election, but rather seeing that all children are exposed to these experiences every year is another vital essence of the School's life. The emphasis on learning for its own sake and not through fear of punishment or hope of ulterior rewards must be maintained. The desire to be of use to one's fellows, which is instinctive in all of us, must be given every means of fulfillment, certainly far more than that other instinctive drive to excel, to surpass, to conquer our colleagues and companions.

These are all values which seem to me to be at a very high point in the School today. I cannot remember a time when we had a stronger faculty and parent body in these respects. Nor can I recall a time when the student body seemed to have accepted them more completely. It is, therefore, with high hopes and complete confidence that I welcome the new administration, for it is rather a continuation of a growth process than a change that is to take place. The school will be, as before, in the hands of its parents, pupils and teachers, plus the added and growing interest of its alumni. Each of these four groups is dedicated to its interests and has a deep appreciation of its truest qualities. We have glimpsed the vision of what true greatness could be in a school, we must now press on to bring that vision to reality.

> As Socrates said many years ago, "Noble is the prize and our hope is great." I am sure it will be realized.

The French Tenure

The new headmaster faced a monumental challenge: he would be walking in the shadow of the extraordinary Perry Dunlap Smith! But, fortunately, Nathaniel French had a strong ego and a well-defined sense of his own educational philosophy, much in tune with that of Smith. His father was headmaster at The Cambridge School, a prominent progressive school in Massachusetts, from 1930 to 1947. His mother ran a wilderness camp in Maine where Nat spent his summers both as child and adult. What better preparation could there be than what Mr. French had had to step into the headmaster's office of The North Shore Country Day School in 1954?

What does one do first in such a role? French believed that it was important to build on the ideological heritage left by Perry Smith. He indicated in his first essay as headmaster in the October 1954 *Notes* that he was encouraged by the confidence of the community: eighty-two new families had put their children into the School for the first time in the face of an untried administration. He discussed the re-evaluation of the curriculum by the faculty. The math and reading programs were being examined at all levels. An experiment was started by the language department with lower school children to increase their potential for bilingual ability by graduation time from the upper school. The history department planned to expand opportunities for exploring current problems by inviting representatives from five Asian nations to the campus in November. French gave every indication that he intended to follow the progressive footsteps of his predecessor and mentor.

Perhaps French's administrative style differed most from that of Smith in the degree of involvement in the financial affairs of the School. The story is that Perry Smith used to depart from the Board meetings after the education report, leaving the financial matters to the Board to handle. When Virginia Deane [English, history 1946-69] was asked about this, she responded,

> I don't know about that, but I know that I was brought up to understand the important thing for the faculty and the headmaster was the education. The Board took care of the money. Well, Nat, long before he became headmaster, realized that this simply was not an appropriate division. He worked very hard to convince the Board of some of the financial needs of the School in terms of refurbishing the buildings and support for faculty salaries. And he was almost single-handedly responsible for the integration of the School, bringing in black students with all the difficulty that caused. [The integration effort was a development of the 1960s.]

True to his concern with refurbishing the campus, French brought about a veritable explosion of building activity during the latter part of the decade, beginning with the construction of the new middle school.

Perry Dunlap Smith Hall

When students started pulling plaster off the walls of Eliot Hall by the handful, this was not-so-subtle evidence that the building was on its way out. Condemnation by the fire department helped speed up its demise. When the time came to demolish the building, it took one man one week to complete the job. Mac McCarty watched this one-man demolition. The good wood was saved, the rest burned. Before Eliot came to its end, however, middle school students had a wonderful time painting murals on its walls, middle school teacher Bill Steel's idea as a farewell gesture. The gap left by the demise of Eliot Hall was rather graphically described in the *Notes* of August 1956:

> Country Day has had a tooth removed. It was a good tooth, serving faithfully and well for forty-six years, but it had reached the point where its cavities had cavities (as all good teeth will in time) so it had to go. Its loss has left a hole, but we have gained a new concept of space, and slightly to the south a new one [the middle school building] is rapidly growing in — a much better one. About all we can do about it now is let our memories roll over the newly acquired gap in our anatomy. . . .
>
> A local architect has estimated that it cost about $15-25,000 to build Eliot Hall [in 1910] at the $.30 per cubic foot rate which prevailed in the early part of this century. Today's $1.25 a cubic foot would make the erection of the same building cost about $75-85,000. A glance at the new middle school indicates that we are getting our money's worth.

The truth of the matter is that the middle school had to be built as quickly and as economically as possible. The development fund set for itself a goal of $150,000 in early 1955. By the end of that year, the dedication and laying of the cornerstone took place; it was on Sunday afternoon, December 11, 1955. Into the time capsule for the cornerstone was placed a handmade booklet which included the signature of every individual in the School at the time. Descriptions of daily life at the School, written by middle and upper school students, were also put into the capsule, as well as sixteen pennies. Perry Smith laid the cornerstone and said a few words, followed by a short address by Talcott Griswold, president of the Board of Directors.

This cornerstone, with its time capsule so ceremoniously put into position on that cold day in 1955, would be very unceremoniously and inadvertently brought to light by a construction worker on a hot day during the summer of 1987. A new library would be built thirty years later in the area of the old Eliot Hall and would be attached to the middle school where that cornerstone was so carefully laid.

Campus Projects

Elsewhere on campus a sign of the times was the growing number of cars being driven to school. During the 1957-58 school year, there was a "terrific problem"

according to the September 1958 *Purple and White*. In response to the situation, the following summer the high school parking lot was extended eighty-five feet to the east — toward Leicester Hall — which enlarged the lot to a capacity of forty-eight cars. Junior boys helped move the bushes bordering the lot.

Whenever bushes and trees were dealt with on campus, that was a job for the high school boys. Lorenz Aggens [treasurer/business manager, science 1955-66] remembered such incidents in his interview with the Talleys:

> I had just come to the School as the business manager. There was a dead tree — one of the first of the elm trees to go. We were very aware of the need to get it cut down in a hurry, because that was the proper thing to do with dead elm trees — get them out of there. I had called a tree surgeon to come out and give us a price on taking the tree down. He was out there, looking up, not too far from Knollslea Hall. And at that moment, Nat and Perry Smith came walking up the sidewalk from Morning Ex or somewhere. They saw me standing with this man who was obviously looking at the tree with the intent of taking it down. After he left, I went over and told them that that had been the tree surgeon who was going to give us a price on taking the tree down. They looked at one another, and Perry Dunlap Smith put his arm on my shoulder and said, "That's not the way we do it here." And I said, "Oh?" And Nat French said, "Am I right, Perry, that that is a sophomore boys' job, isn't it?"
>
> And, in fact, it turned out to be the sophomore boys' job. If Talcott Griswold [Board president] had known about some of the things that went on here in terms of physical liability, he would have been very upset. You will remember, that he was the one who handled all of the School's insurance, and he was very conservative about the risks that the School exposed itself to. But those boys went out and took that tree down. And then there was an announcement made in Morning Exercise that I think, now that I am getting somewhat older, was very touching. Nat said that this tree had served many generations of the School family, shading them, and putting its leaves down. He said that we should all be sad to see the tree go, and that each grade would be allowed to go out and trim branches from the tree and get it ready to be taken away.
>
> I sat in my office and watched this. For three days, kids chopped away on that tree. For some reason, no one was hurt, and they managed to dismantle the whole tree. The tree surgeon came and cut it into sections and put it on their truck and took it away.

In fact, a great deal of physical labor on the campus was handled by the students, especially the high school boys. Will Talley also remembered this period:

> When we had heavy snows in the winter, it was the job of the junior and senior boys to go out and clear all of the walks. The School had bought a lot of snow shovels for that purpose. Now we have power machinery that does

the job comparatively quickly. But in those days, they did not have tractors, and it was all done by muscle power.

Jean Talley added:

Doc Anderson and the senior boys did that. The shovels used to hang right under my office in Knollslea Hall.

Aggens reflected on his early experiences with Work Day:

When I first came to the School, Work Day was not just an exercise for the students, it was for the School. If the jobs of picking up, or digging up, or cutting down, or raking up did not get done on Work Day, they did not get done at all.

I can remember when they were digging the hole where the old Girls' Gym used to stand, and the Art Center stands now. There in the area where the courtyard is now [the Library has since been built in this area], there was a hawthorn tree. It was about eight inches in diameter. A nice little tree, but very definitely in the way. The question was whether the tree could be saved — uprooted and moved somewhere — or if it had to be taken down. The bulldozers were working nearby and getting closer. Vince Reidy [industrial arts, maintenance 1951-66] talked with Joe Pynchon [English, public relations 1954-61] and noted that Joe was always looking for projects to run with the freshman boys. And Vince asked, "Do you think you could move that tree by the day after tomorrow?"

Joe said that he would try, and the freshman boys all showed up with shovels. That turned out to be about a five-day project. They dug around the tree and cut the roots and tipped the tree to get the burlap under it and balled up the dirt. Finally, it was pretty well packaged, and the question became one of getting it up out of the hole and over to a new location.

So they excavated a ramp or inclined plane up out of the hole and put planks along the way to the new hole near the lower school building. The day came when all appeared to be in readiness and the job of actually moving the tree was Morning Exercise for that day. The entire School got out there. We had ropes from every place you can imagine. We had big ropes and little ropes. The lower school kids had clothes lines. We had great hawsers that somebody brought from somewhere.

We had ropes tied onto that tree like you wouldn't believe. At any given moment, there were probably 150 kids pulling on the tree. It was just barely moving. And the construction workers all stood there and watched this. They couldn't believe it. So far as they were concerned the tree wasn't worth saving. And if you wanted to save it, the obvious solution was to get one of the bulldozers to just push it where it was supposed to go.

So here were all these kids pulling and pulling on the tree, and it was just making an inch at a time. Joe would get out there and say, "We all have to pull together! One, two, three, HEAVE!" Ropes would break, and kids would fly every which way. But it was moving. Finally, the bulldozer driver got in his machine and he didn't wait for anybody to ask him — he just got behind the tree and put his blade down. I think he understood. He could have moved it easily all by himself. But he sat there and had the bulldozer snort and roar. The kids were pulling and the bulldozer was pushing, and up out of the hole it came!

Once they got it on the level, they could move it — slide it over into the hole they had made. They straightened it up and everybody dug in and threw dirt in around it. Buckets of water were poured on it. And it is still there today. It was not very healthy looking the last time I looked at it [1983]. There are dead branches on the bottom. One of these days the landscaping plan will call for it to be cut down. And I am sad about that, because there is a little tree that has a tremendous piece of a lot of people in it. [The little hawthorn tree gave its life for the sake of the new Library in the summer of 1987.]

This kind of attachment to a specific tree on the campus was not felt again until the autumn of 1988 when the entire student body came together to plant a beautiful young sweet gum tree in honor of the Piper brothers, Alex, a senior, and Nicholas, an eighth grader, who were tragically killed in an automobile accident that year.

Mid-Decade

The Board of Directors asked Nat French to prepare for the first time an annual report, beginning with the year 1955-56. The intent was to provide an overview of the School's progress and, from French's perspective, to illustrate what made NSCDS distinct from other schools.

The enrollment in 1955-56 was on the up-swing, increasing by thirty-eight students over the past year. The total was now 366 students, 192 boys and 174 girls.

Reading was still a major concern. Evelyn Kratz, first grade teacher [1942-69], spent the 1953-54 academic year training for the Gillingham Reading Program. In the fall of 1955 the Gillingham Program was instituted at North Shore. Anna Gillingham herself came to the school periodically for the next four years to guide the development of the program. An article describing the program in the February 1960 issue of *Notes* pointed out that:

Miss Gillingham had worked as a research associate with Dr. Samuel T. Orton, a neurologist interested in the problems faced by the remedial reader. After two years, Miss Gillingham speculated on the possibility of identifying the remedial reader before he became remedial. Dr. Orton immediately saw the exciting possibilities in this idea, and Miss Gillingham

set about to find ways of doing so. The problems she faced were monumental. She knew the characteristics of remedial readers, but it was quite a different thing to identify comparable characteristics in a child too young to learn to read. However, with the help of neurologists and teachers, tests and interviews were developed to identify the potentially remedial reader, and a program was designed to keep these children from becoming remedial. The first regular classes in the developmental reading program at North Shore began in September of 1955.

Although we were cautious when Miss Gillingham's program was established at North Shore, it was almost impossible to avoid enthusiastic optimism. The prospect of being able to free children of the devastatingly hopeless attitudes that become a part of most remedial readers was too exciting to look upon calmly. The progress made by the children in these classes in the first two years was sufficiently impressive to encourage us to start a developmental program in the middle school and to establish what amounts to a Gillingham spelling program for all children in grades one through five.

Everything seemed to be going well, but, with the added impetus afforded by the national publicity given the Gillingham program, we began to receive inquiries and requests for help that the program is not designed to give. The Gillingham program is not a remedial program, and we have often been obliged to disappoint parents of children who almost certainly should have learned to read by the Gillingham method, but who have already developed reading techniques and attitudes incompatible with the Gillingham approach. It is true that we have been able through the Gillingham program to assist some children after they have experienced failure while attempting to learn to read by a sight word method, but it is also true that these children have never had the same degree of success as that enjoyed by their classmates who have known no other reading technique. The real strength of the Gillingham program lies in the fact that potentially remedial readers never experience failure. They will, of course, have their good days and their bad days, but the Gillingham program makes available to them the reading tools designed to meet their special needs. They come to understand that they need not be confused and that there is no necessity for wild guessing. They can depend upon their reading techniques to make them masters of the printed page.

The senior kindergartners were tested by the Gillingham method, and those indicating potential problems met in special classes as long as they needed the extra help. They joined the regular reading classes as soon as they were able, certainly by the fifth grade. Gerald Ostrom [remedial reading, testing, transportation 1952-67] worked with middle and upper school students to increase accuracy and speed in their reading skills.

Science as well as reading was a focus of attention at North Shore. The Soviet Sputnik was not launched until the following year, but already there was concern

about the fact that incoming high school students were showing less interest in science than the faculty liked to see. This was true whether the students were educated at North Shore or came from other schools. In 1955 Joseph Liacata [1955-61] joined the faculty to teach lower and middle school science. He used the discovery-through-observation method, putting aside the textbook and workbook, encouraging the children to learn by experience.

As for modern language, the third grade had completed the second year of German with Dr. Karla Landau. The goal was to achieve conversational ability before entering high school.

In addition, the language department was doing some interesting research which they described in the *Annual Report*:

> For a long time we have noticed that a student who has no trouble with Latin may stumble miserably in French, or one who finds in German a second language may be baffled with the intricacies of Latin. We have tried to predict which language might be most successfully studied through work done in an eighth grade course in the nature of language which includes a small taste of French and German and Latin, allowing both the student and the teacher to foresee the degree of success one might expect in the future study of one of these languages. While this has worked fairly well, the language department has taken another step by developing predictive tests which were administered last year to each student entering the high school. On the basis of the results of this test, a student was advised to take the language in which he or she was most likely to succeed.

The Advanced Placement Examination was started in 1955-56. The North Shore graduate could be prepared for any one of the language (Latin, French, German), history or English tests and achieve sophomore standing on entering college.

Musical groups had increased: they now included the A Cappella Choir, the Ensemble and a new Madrigal group in the upper school, and the Country Day Chorale of fourth, fifth, sixth and seventh graders for the lower and middle schools.

By this point in the history of the School, seventeen faculty members had left to become headmasters or headmistresses at other institutions. Cleveland Thomas, in 1956, was selected as the next principal of The Francis W. Parker School. In 1957 David Jackson [head of lower and middle schools, 1954-57] was appointed head of the Laboratory School at the University of Illinois.

The Parents' Association continued its regular work in all divisions of the School and, as part of its yearly Educational Lecture Series, brought in the poet Carl Sandburg for the second time.

The Alumni Association established an Alumni Fund during 1956 and was working on its first *Alumni Registry*, an overwhelming piece of work without the

use of a computer. It would take another year to complete. The alumni were playing a growing role in the life of the School. By 1957 four of them sat on the Board of Directors. The first alumni directory, with 1489 names, was published in April of 1957.

There was both good news and bad news in regard to financial matters: the good news was that following several years of large deficits the School came within $551 of a balanced budget in 1955-56. The bad news was that the Board was forced to arrange for "bank loans secured by a $100,000 mortgage on the school property." By 1957, however, the last bill had been paid on Perry Dunlap Smith Hall and all bank loans retired. French was making headway in his attempt to raise faculty salaries: there was a $24,000 increase. The Treasure Chest, a project undertaken by the women of the school community, contributed $6,000 for purchase of new curtains for the auditorium windows, for refurbishing the locker rooms, and for use in retiring the bank loan.

In the autumn of 1956, the enrollment was up to 388 —twenty-two more students than the preceding year — and forty faculty members. School year 1957 opened with an enrollment of 400 students, a faculty of forty-two and a staff of thirteen. A number of eighth graders were now completing a year's work in algebra. The math department was particularly pleased with its achievement:

> For the first time a number of students in the junior class completed a fourth year of mathematics and are enrolled as seniors in a mathematics course of college level. They will enter college with a knowledge of analytical geometry and differential calculus.

In physics, Will Talley had challenged his students to present:

> . . . at least one invention suggested to them by what they see as a need of society which could be answered by an application of knowledge which they derived from the physics course.
>
> Eighteen ideas for socially beneficial inventions were the result.

Summer programs included the Day Camp, which enrolled over 400 children that year, and a new academic program featuring individual tutorials with groups of four or less, especially geared toward under-achieving children.

The revolt in Hungary in October 1956 elicited months of work by the School to gather, sort and pack clothing for the refugees. Money was also collected to help the Friends Society ship the clothing. Concerns of the world beyond the campus were dealt with by the student council and as well as by Morning Exercise programs. The student council set up a service committee to gather information about the needs of the larger community and to organize student effort to deal with these needs. Their activities included selling poppies for veterans and sending work crews to help in the opening of a charity camp for children.

The Morning Ex program was quite remarkable in its scope, both in the programs it brought in from the outside as well as those generated from within the School. A planning committee arranged:

> . . . for people to come from outside to discuss missionary work in South Africa, permafrost in Greenland, the French Algerian situation, nuclear testing, and recession at home. From within the School came discussions of high fidelity, the story of Joseph Pulitzer, a critique of the new Edsel, the story of the fifth grade weather station, and an analysis of Western Germany.

The high point of the year was a visit by Dr. Tom Dooley, the American physician who, following the Korean War, devoted his life to southeast Asia. Dr. Dooley had been a naval buddy of Larry Aggens, who was now on the faculty at North Shore. Aggens described preparing Nat French for the coming of Dooley:

> . . . Knowing both of them — I knew Nat would be very severe about cutting the speaker off when it came time for Morning Exercise to terminate (he would just stand up and say, "I'm sorry, Morning Ex is over"), and knowing Tom Dooley was the kind who could go on for hours and hours — I spent a good deal of time talking with Nat about what the School was going to experience.
>
> So I told Nat about how we [the ship that Dooley and Aggens were on] went into southeast Asia and found that the people spoke a hundred languages. Presumably, they spoke French, but in fact, only the elite spoke French in Viet Nam in the early fifties. Tom Dooley was the ship's doctor, and he spoke French and tried to communicate with the people in French. But we wound up talking to the wrong people. The people themselves did not speak French. Their appointed leaders, who were either Frenchmen or highly educated Vietnamese, could speak French. But they were either killed, or gone, or back in France.
>
> And all these people came to our ship for help. The people who stood out among them were those wearing the long black robes and pith helmets. Someone with a long black robe and a pith helmet was a priest. These were priests who were the step beyond the missionaries. The missionaries had done their thing, and these priests were the second generation. They were Vietnamese priests. They did not speak French, but they did speak all of the dialects of that part of the world. And they spoke LATIN! The Latin of the Church.
>
> I don't know how many words there are in liturgical Latin, but Tom Dooley, who was well-versed in Latin as a classical scholar and as a doctor [and as a Catholic who was probably an altar boy when the Mass was in Latin], and these Vietnamese priests communicated all of the things that needed to be communicated about the evacuation of these people — in Latin; about people excreting over in the corner, and THIS is the toilet, and so on. And

> they did it all in Latin. Tom would stand there and tear his hair and say, "There are not words to cover what is going on down in Hold #2!" So he would get the priest and they would sit there and talk about it — in Latin.
>
> Well, Nat really grooved on that. That was what he wanted to find in a Latin teacher. Maybe "Spike" (Millett) [Latin, history 1928-42] did that or Julia Childs [Latin 1919-46]. But Nat had this image in his mind — from "Spike," from Julia Childs, from I don't know where. But he never seemed to be able to find it in a Latin teacher. We seemed to have fine Latin teaching — the kids learned Latin.

Apparently Aggens spoke convincingly because when Dr. Dooley came to Morning Ex, he was not cut off by Nat French. The students become so excited about Dooley's description of his Operation Medico, a phase of the International Rescue Committee, that they insisted on helping. Dooley's message was that lack of cleanliness was the number one cause of illness and early death. The most critical need was soap.

So soap became the central focus of the year. The tickets to the dances were soap; on certain days the students paid for their lunches with soap; the homerooms had soap contests; and periodically at Morning Ex during the year the large container with the collected bars was put on one side of a balance beam and the largest member of the football team on the other side to see if the weight of the soap yet equaled the weight of the football player. When the collection was finally closed, there were some twelve hundred bars of soap to be shipped off to Dr. Dooley in addition to:

> . . . several dozen babushkas — to be used as the distinguishing symbol of the midwife, and four to five pounds of costume jewelry — destined to become insignia for nurses.

These items were used in Thailand, Laos, Pakistan and India.

In the late 1980s the daughter of social studies chairman, William Freisem [1973-90], went to Thailand as a nurse. In preparing herself for the experience, she read Tom Dooley's books and was startled and pleased by his reference to The North Shore Country Day School.

The enrollment for 1958-59 was 398 students. This was the first year that a group of seniors finished a year of college mathematics (analytical geometry and differential calculus). About half of the eighth graders were now studying algebra before going into high school.

This was the fifth year that the German language experiment had been going on in the lower school. The results were disappointing. The evidence both here and at other schools was that merely starting children at a younger age was not sufficient to ensure bilinguality. In 1958 a French program was initiated in the seventh

grade. The results after one year were more encouraging than was the other experiment.

The science program was undergoing changes. General science, traditionally taught on the ninth grade level, was now being offered in the lower grades. Biology, which had been taught in tenth grade, was now optional to ninth graders which, in turn, opened up chemistry and physics to the tenth and eleventh grades.

The faculty somehow found time to put on the play, "See How They Run," for the benefit of the scholarship fund.

The social services committee under the student council continued to look for ways of helping the outside world. They earned the money necessary to send the soap to Dr. Dooley. They organized drives to assist with the Community Chest and Red Cross and helped sell coupon books for Ravinia. In spite of the fact that service was the goal of the committee, it appeared that their work was mainly fund-raising.

The Alumni Association was under the energetic leadership of Franklin Bowes '27. *The Alumni News Letter* was produced by the publications committee.

Curriculum Study

At the end of the decade, a twelve-year curriculum study for each of the five disciplines was compiled. The English department's curricular discussions centered around such concerns as the effect of teaching methods on student attitudes, on the retention of information and on students' growth as human beings. The history department was concerned with the immense body of material they felt responsible for imparting to young people who would be adults in the latter third of the twentieth century. Global awareness was expressed in classes on Africa and India in the sixth grade, China in the second semester of the ninth grade and socialism and Soviet Russia in the tenth grade European course. Contemporary world problems were studied with reference to the lessons from history.

The science department had instituted a physics course, inspired by the M.I.T. study of the mid-fifties which had investigated what should be taught at the secondary level. Instead of viewing the course as a succession of units in mechanics, light, gas, heat, sound and so forth, the new perspective began with a study of wave motion, which then became the connecting thread for the rest of the course. Will Talley [science and math 1943-72] enjoyed pointing out the difference in the two approaches:

> The old textbook ended with a rhetorical question, "Man has succeeded in sending a rocket to an altitude of 450 miles. What will come next?" In the new course is a problem which most students are expected to solve, "A

satellite encircles the earth at an altitude of 500 miles every 98 minutes. How much does the earth weigh?"

It is obvious how far the study of high school physics had moved during the fifties.

The mathematics department was celebrating the fact that eighth grade algebra included such modern topics as set theory. In the upper school a class of sophomores and juniors was handling a year of algebra as well as most of plane trigonometry. A still more advanced group was doing analytical geometry and differential calculus. The math teachers, however, were concerned that there were not more "mathematically inclined" youngsters in the school population and looked to the teaching of arithmetic in the lower school to stimulate mathematical delight. Experimentation with the Cuisenaire rods, introduced in the late fifties, was very promising. Through manipulation of the rods, children were learning mathematical relationships on a concrete level which was providing the basis for later more sophisticated mathematical insights such as the binomial theorem.

The fine arts department continued to be essential. The middle school embarked on a new fine arts program which attempted to involve all of the students in at least one experience a year in which several arts were brought together in a single project. The eighth grade of 1960 produced "The Boy Mozart," which combined design, drama and music into a single production. The yearly Christmas Tableaux drew upon the skills of many of the students in large scale painting, creative movement and singing. Mural painters descended on Knollslea Hall in its last months of existence in 1960. (Classrooms and offices had by then been moved into the the newly renovated Dunlap Hall.) That was the year that a group of chamber players, the A Cappella, and the Ensemble performed at Grosse Pointe University School outside of Detroit, Michigan.

More than half of the 1960 senior class was enrolled in advanced placement courses. A survey of career preferences of the seniors that year showed teaching, foreign service and law of about equal interest among the boys. For the girls, marriage outstripped all other careers, but close behind came the diplomatic corps, teaching and social work in that order. There were 92 alumni children from 53 alumni families enrolled in the School.

The Future of the School

The Board of Directors at the end of the decade was analyzing needs for the future. Larry Aggens, business manager at the time, asked Bob Johnson '43, a member of the Board from the 1950s until 1972, to describe these projection exercises in 1985. Johnson remembered:

> When I was on the Board, we were wondering what was going to become of the institution. We were sure that it was no longer going to be a college preparatory school in the sense that it had been. There was no longer the easy, "old boy" system of getting kids into Ivy League schools, so there was

no way that the headmaster and the admissions staff could promise results to parents who wanted their kids to go to the best colleges. We couldn't keep up with the salaries of the public schools. We knew that, increasingly, parents were looking to North Shore for those children that had evidence of learning disabilities. There weren't "normal" children coming to the School — or at least we figured that was the future.

We had ideas about the School breaking up into three or four pieces, you will recall — one that might still be college preparatory in an old-fashioned sort of way; one that would be in the arts, because we were linking ourselves with The Music Center of the North Shore, and a new arts building was being built, and we had a real notion of a teacher strength in the arts that had not been the case before; one unit of the School would certainly be for children with certain kinds of learning disabilities. We had gone through the Gillingham [reading] experience, and wanted to build on that. There was some fourth kind of school — we had things divided into quarters.

There was little anticipation that [the School] would become [in the mid-1980s] very much like it was in the 1930s and 1940s.

We were trying to look ahead. Nat and I participated in a ten-year forecasting exercise, you may recall, with some other independent schools — promulgated by the Ford Foundation. Unfortunately, that was in the days before computers, so we sat up late nights and did all that calculating by hand. Change one figure in the first year, and you had to change them through all ten years. There were all sorts of attempts like this to look ahead, and yet it didn't have much to do in reality with the way things turned out.

At the beginning of 1959 the Board of Directors was ready to make a statement based on its assessment at that time. Charles Newman, Board president, wrote in the report which appeared in the February 1959 *Notes*:

We have two weaknesses which must be corrected:

We must guarantee the continued quality of our teaching by providing adequate and competitive teacher salaries.

We must replace those portions of our physical plant which have been worn out by two generations of students.

After many months of searching discussion and analysis, the Board of Directors decided to embark upon a development program to meet the School's pressing physical and non-physical needs. This program will cost one million dollars, to be raised over the three-year period 1959 to 1961 inclusive.

The Development Program will provide a fund to finance additional compensation for teachers of special promise and performance.

It will provide for a complete renovation of the high school building (Dunlap Hall), including additional classrooms, a well-equipped library and science facilities. The high school enrollment will be expanded from 160 to 200 students.

It will provide a new gymnasium, thus affording adequate athletic and locker room facilities for both boys and girls.

It will provide new and efficient administrative space within the expanded high school building and do away with Knollslea Hall — a costly and inefficient building to maintain.

It will provide on the site of the present girls' gym a new building for music, arts and shop. This will allow us a central location, connected to the auditorium, for teaching these subjects to the lower, middle and upper schools.

This was a major commitment on the part of the Board: the complete renovation of the upper school, the building of two new buildings, the demolition of two others and increasing upper school enrollment by twenty percent.

In order to prepare for the renovation of Dunlap Hall all of the books from the library on the top floor had to be removed. A major problem in logistics was solved by a clever assembly line system of several hundred students standing next to each other. All 6,000 volumes were moved from the library to the girls' gym (serving as the temporary library) in only one and a quarter hours.

The Building Projects

The return to school in the fall of 1959 saw many changes on campus. What the students encountered was described in a front-page article in the September-October 1959 issue of *The Purple and White*:

You may have noticed a few mounds of dirt around the NSCDS campus, or perhaps Dunlap Hall has looked slightly incapacitated. Don't worry — an H-bomb hasn't claimed our sixteen acres yet, but the building project has!

The ambitious renovation of Dunlap Hall got underway almost immediately after the last spectators left commencement on June 8. Previously you may recall the armloads of books transported to our "new" library in the girls' gym and the school cleanup when our muscle men carted off desks, lockers, and everything that was removable (and some things we didn't think were!). This was done in order that a few walls might be knocked out of the high school to enlarge the classrooms.

Incidentally, now it's quite hard to figure out just where the old classrooms were. Though Leicester Hall isn't the most ideal spot to indulge in chemistry experiments and other such entertainment, the seeming hardships will be well worth-while when the new Dunlap is completed.

Its features will include larger classrooms, a beautiful lab which will dominate the entire basement, and a complete redecorating. The inhabitants of Knollslea plan to set up their typewriters on the first floor, and the senior girls' homeroom will be amid the offices in the approximate location of Madame Valvo's old classroom. The rest of the classes will meet on the second floor. It is expected that the finished product will open its doors soon after Christmas vacation — only three months from now.

But plans don't end there! The next two years will see many new changes at NSCDS. The boys are fortunate in getting a new gym, housed in a building of its own east of Dunlap. The girls profit by this too as they will occupy the old boys' gym. The former girls' gym will be torn down, and a new arts and crafts center will rise in its place.

The familiar buildings will be sentimentally missed, but the new North Shore will be more adequate and certainly more beautiful. And who knows — plans for a swimming pool may be next on the agenda!

Nat French's version of the autumn renovation of 1959 was recorded in the *Annual Report* of November 1960:

On the opening of our forty-first year in September 1959, we faced the confusion inevitable to building. The high school building was a shambles of reconstruction and the area around it was reserved for the contractor. Needless to say, the total picture presented a happy confusion but nonetheless a confusion.

School began fifteen minutes early and the length of the year was extended an extra week to account for time lost as a result of the building program. The lower and middle schools were able to operate without serious inconvenience, except for the fact that the girls' gymnasium was taken over to become the high school study hall. Leicester Hall, which for nearly twenty years had been the home of our small boarding department, reverted to its earlier status as a classroom building, and the boarding department became a chapter in our history. By careful planning we were able to schedule most classes in Leicester, but some were held in the auditorium, some in the basement of Knollslea, others in the art library [in Knollslea], and Mrs. Talley's office [also in Knollslea] became a somewhat crowded classroom capable of seating twenty students.

Perhaps it was the vision of the future which held the School's morale, but I prefer to think that our students and faculty refused to confuse a little

inconvenience with hardship. Certainly it was a mud-spattered, difficult, and very happy fall.

By the time 1960 came in, the renovation of Dunlap Hall was almost complete. The plans for the other buildings were yet to be developed. But the most painful part of the board's program for the future was "doing away with Knollslea Hall," an ordeal yet to be faced.

By the end of the fifties, it was evident that there was an energy and a vitality with which Nat French had taken on the role of headmaster. He discovered early that he could not be another Perry Dunlap Smith. He was neither the prolific essayist nor the philosopher that Smith was, nor did he have the same kind of interaction with parents as his predecessor. He attempted taking on the freshman health class, which for years had been taught by Smith, but despite good intentions, he appeared only about once a month — according to an alumna who was a freshman the first year of the French headmastership. He did, however, continue to teach his challenging United States history course to seniors until June of 1960 — a substantial amount of work — in addition to his administrative duties.

Faculty salaries needed upgrading; French raised them significantly. The curriculum needed overhauling; French set a curriculum study in motion and watched with expectation. The campus buildings needed updating; French plunged into this task with vigor and enthusiasm. By the end of the fifties, French had made admirable strides toward his vision for the School.

Perry Dunlap Smith and Sam Howe '73 break ground on May 22, 1959 for the addition to Dunlap Hall.

The class of 1959 helps to move the library from the top floor of Dunlap Hall to the gym.

Nathaniel French shows blueprints to students.

THE SIXTIES: Rebuilding and Renewal

No objective in the education of children is more appealing than that of the attempt to develop in each individual his own peculiar value. . . .
Nathaniel French

Nathaniel French launched into his 1961 essay "In Search of Individuality" for the June *Notes* of that year. He went on to warn: "It is easier to honor this goal than to live with its requirements." But live with its requirements he did because The North Shore Country Day School was the kind of school it was, and Nat French was committed to encouraging this kind of development in his students. Little did he realize that by the end of the decade faculty members would be marching in Selma in defiance of the wishes of the Board of Trustees, and that students would be carrying out protests against compulsory chorus and experimenting with heavy drugs. In his idealistic essay, he continued,

> . . . I am quite willing to admit the benefits of a social organization which requires some restraint of individual impulse and rewards the giving of oneself to the interest of others, and I should hope that both the restraint and the altruism will spring more from a moral sense than from practical considerations. Is it necessary to suppress individual nature to develop a moral, social organization? Is there an essential conflict between "oneness" and "togetherness?" Is it inevitable that the highly individualistic artist behave badly as a social being?
>
> Certainly not. At the same time we are training children to live and work in an interdependent society we can and should be nurturing every bit of creative individualism that circumstances allow. . . .
>
> There is a fairly commonly held view of the relationship between adults and children which has been labelled the Jug and Mug Theory of Education. This school of thought holds that in the jug is the substance of life ever-ready to be poured into the mugs. The jug, whether parent or teacher, finds the mugs always open at the top and ready for filling, and at the end of the lesson it is possible to tip the mugs a little to see whether or not they have been sufficiently filled. A child treated as a receptacle is likely to behave like one, and we should expect its learning to be useful only when joggled by some external demand. This will do for some sorts of training, but it will not build thoughtful people capable of the spontaneous action which characterizes individual endeavor. If we want enterprising children, we must honor and respect their enterprise; we must teach them in a manner which elicits from them an active participation.

Nat French's Teaching Style

French descibed two ways of teaching history, giving insight into his own style of teaching as well as into his philosophy of education:

> Perhaps this thought can be made clear by comparison of two approaches to a given body of material. For example, one can outline the antecedents of the War of 1812, explaining the Napoleonic Wars and the struggle of the English to prevent the collapse of Europe, describing the trade interests of the United States and then relate the events to one another in such a way as to show a cause and effect relationship. Teaching in this manner assures the student of the benefit of more mature minds and an analysis which is historically respectable, and it may be done at such a level of intensive work as to be commendable both in scope and depth. Because the teaching has dealt with analysis of causes and an observation of their effects, one may be sure that the elements of historical thought have been covered. One does not know which, if any, among the students has indulged in historical thought, however. There is in the above example no demand which could not be satisfied with rote memorization, and for many of the students there is a chance of good success without the kind of learning which would be of help to them in understanding another war in another time. In other words, one might go through this exercise as an honor student and be no better an historian.
>
> By contrast, the same material might be approached in such a manner as to require original analysis and a synthesis which relates cause to effect in reasonable manner. The teacher's problem is to find a way in which the student may be led to an investigation which cannot be resolved by simple memorization of the text, to outline a procedure for study which will enhance both the knowledge of history and the student as an individual whose thought warrants respect. The period of international stress preceding the war might be limited for purposes of this exercise to a decade and the class given a choice of one of the following problems. For instance, (a) Given omnipotence for one act, suggest the least destructive step you might have taken to avert the war; or, (b) Put yourself in Madison's place and assume that you had secret knowledge of Waterloo as early as 1809; how would your course of action have been different from that which Madison took? or, (c) Would it have been possible for an Anglophile with control of a substantial section of the press to have swung the government to make war on France instead of England? It will be clear in such an assignment that no teacher can judge the quality of the work done except in terms of the degree to which the student has taken into account the facts which describe the period and in terms of the reasonableness of his thought, and equally clear that the best hypothesis will come from the most knowing and the most imaginative student. Further, such an approach as this should develop individual power without sacrificing the conventions which control spelling, punctuation, paragraph structure.

> The problems which a family faces in developing individuality are not so very different from those which beset the School. At home they expect to instill habits of orderliness and cleanliness, attitudes of respect for others and a willingness to care for property, and the many more habits and attitudes and beliefs which are the foundation of a particular family structure.
>
> Here is a vast field in which social standards must take precedence over the whims of the individual, and here again the success of a family hinges on the degree to which its members build a bond of common understanding and agreement. Superficially, this may seem to be in contradiction to a climate which honors and fosters the individual, but it may, in fact, provide the strength of which individual action is born.
>
> For instance, the adolescent boy or girl has a peculiar talent for discovering the oppressive nature of parental restrictions, and the most favored element in this eternal argument is the tenet, fiercely held by any normal twelve to seventeen-year-old, that no other is so put upon by restraint. Since this is an argument no parent can win, it provides good material for discussion of ways and means of family decision-making and is an obvious opportunity to stress the value of individual strength.
>
> No one family will enjoy all of the discussions inherent in growing up in the 1960s, but a few examples will demonstrate the wealth of the opportunity. Can you believe in democracy and conceive of a benevolent dictatorship? Why is it wrong for the eighth grade girls to wear lipstick? Can we afford the luxury of abhorrence of an aggressive war while Castro rules in Cuba? Was it fair to appoint the two captains who chose sides this afternoon? Can you justify a "white lie" when the motives prompting it are justifiable? Is it fair that we should lose a game so that everybody may play? And on and on from day to day, some questions important, some trivial, but all allowing a chance for a student to clarify his thinking and thus to find out where he stands as an individual with a mind of his own.

In his writing and his teaching French displayed high tolerance for ambiguity. His students were both frustrated and stimulated by the questions he threw at them: impossible to answer, but guaranteed to provoke thought. His colleagues sometimes felt he escaped answering their questions by posing questions of his own. Be that as it may, he was determined not to let students pass through North Shore with comfortable easy answers if he had anything to say about it.

Like a navigator on the ships he loved to sail, Nat French launched the School into the new decade with new plans — to rebuild the campus, to revitalize the curriculum, and to renew the commitment to stimulate the individuality and creativity in each student. The rebuilding of the campus was already begun with the renovation of Dunlap Hall. The first month of 1960 brought with it the move into the new upper school.

Rebuilding the Campus

Knollslea Hall

The dislocation caused by gutting Dunlap Hall, the upper school, brought discomfort but not the kind of pain evoked by the decision to demolish stately old Knollslea Hall. The students wondered, "Will it really happen?" in the March 1960 *Purple and White*:

> When it was announced recently that Knollslea will no longer be with us after spring vacation, laments were heard across the beautiful sixteen [the affectionate name for the campus in those days] since the building is the oldest on the school grounds. In fact, the edifice is almost one hundred years old, having been built in 1870 by John C. Garland, one of the first settlers in Winnetka. The name "Knollslea" was given this building many years ago when it served as a dormitory for the girls who attended Girton Preparatory School, since the building was situated on a knoll.
>
> It seems fairly certain that Knollslea will be torn down in the future now that the [administrative] office was moved permanently to Dunlap. Although the School's own interior decorators [students] have been busy painting streaks of lightning on the stairs and depicting other such glories, it seems that their work will not endure long enough to be removed to an art gallery. But, wait a moment! Is it definite that Knollslea will be torn down? We wish to speculate about this.
>
> In the June issue of the 1924 *Purple and White*, there is a very interesting article concerning Knollslea. At that time also the School was planning to tear down the building. It was not certain of its plans for utilizing the space. One plan was to use it for a parking lot; another idea was to lay out some tennis courts there. In any event, the building was to go.
>
> What happened? The building is still standing — thirty-six years after plans were made to raze it. We do not know what happened to the project; perhaps sentiment for the landmark prevented its destruction. Will this happen again in 1960?

Jean Talley [registrar 1939-82] had bitter-sweet memories of this grand old building:

> Charming Knollslea Hall. It was a beautiful Victorian building of stone. Perry Dunlap Smith's office was in the dining room. It had massive sliding doors between it and his secretary's office, which had been the anteroom. That was where they had sherry before dinner (when it was still a residence). My office was the butler's pantry just off of Perry's office. My second office was one of the parlors... Upstairs there were the art classes and the music classes. It was a charming building... But the place was so rotten that every day there was coal gas coming up the basement stairs.

The *Chicago Sunday Tribune* ran an article (April 3, 1960) on the razing of the building. Describing the historical background of the building and telling of John Garland who built it, the article concluded:

> Last week the wrecking crews arrived. In three days the walls had crumbled. The basement was filled with brick, and topsoil was shoveled over the brick so the grass will grow.

Nat French admitted his own feelings about the decision in the *Annual Report* of 1960:

> It was something of a wrench to tear down Knollslea Hall, but the cost of repair and upkeep had become prohibitive. While it had become something of a landmark, it also had become for us a "white elephant." In contrast to some predictions, the building was fundamentally weak, and in less than a week's time was down and trucked away.

Two remnants of Knollslea Hall were still left on campus in the late eighties: one of the enormous lime grout blocks (the building material out of which the mansion was constructed) at the top of the circle drive and a mounted cornice piece hanging in Dunlap Hall.

The Mac McCarty Gym

The next step in the Board of Directors' plan was to build a new boys' gymnasium. Shortly after Knollslea was razed, *The Purple and White* (April 1960) ran an article about the welcome prospect:

> The new gym will be begun soon and is to be finished approximately in December. Plans have already been made for the $285,335 structure to have three levels and a lot of playing room for everyone to use.
>
> The building itself will be made of red brick and will be situated on the side of the hill near the music school. There will be a walk leading up to a door on the highest level which will open upon a balcony over-looking a full-sized playing court with two cross-courts. The balcony will have spectator space, and bleachers underneath it, which can be pulled out from under the floor, will be included soon after the building's completion.
>
> The second level of the building will consist of the playing court and athletic offices. The lowest floor will contain new locker rooms, a training room, an activities room primarily for tennis, wrestling and other such sports. Also included on the ground floor are a laundry room and showers.
>
> Don't be surprised if you see more bulldozers tearing up the beautiful sixteen in the near future. It will be well worth it when the finished product is displayed, a building which all students may enjoy.

A bulldozer might have torn up a magnificent Copper Beech tree situated right where the gym was to go if there had not been such a loud protest. Larry Aggens, business manager at the time, recalls:

> We got telephone calls from all over telling us how to save that tree. We were told that it was the most northerly of Copper Beech trees — that the next closest one is down in Indiana.
>
> As a result of that tree, the gym was built several feet east of where originally planned.

With the completion of the new gym in 1960, which became the boys' gym (and was named the Martin J. McCarty Gym in 1987, "Mac" Gym for short), the girls moved from the "old, old gym," which dated back to Girton days, into the 1924 gym which the boys had been using. This was good news all the way around. But the building program was not yet complete. The Arts Center was constructed in 1964.

The Nathaniel French Arts Center

"As the days of construction of the new Arts Center draw closer, one can almost taste the joy of anticipation. . . ." With great excitement Nat French described the preparation for his pet project, which he hoped would become the focal point of the campus, in the March 1964 *Notes*:

> . . . Many people have given generously of their time and thought to provide a plan for this building, and a large sum of money has been raised to support its construction. Although essentially a new home for the arts, the whole job which we undertake involves a new heating plant for the School, addition to the lunchroom, rearrangement and improvement in the kitchen, and a much needed new locker room for the girls; in short, fundamental and far-reaching improvements are afoot.
>
> The new building will fill the space between the stage (south) end of the auditorium and the girls' gymnasium, replacing the ancient and honorable structure which was once the School's assembly hall-gymnasium and is now known as the "old, old gym." There will be a two-story structure with the first floor level matching that of the present lunchroom and the scenery room under the stage. The second floor level will be that of the stage.
>
> It is entirely appropriate that we should, at long last, be providing the arts with the facilities they deserve. North Shore was one of the schools to recognize long ago the importance of experience in art, music, drama and shop as an important facet of education. These experiences were removed from the list of extras and made a requirement for graduation from the School. Today there are few, if any, schools whose commitment to the teaching of the arts is as well developed or as extensively demonstrated as it is here.

I find it very difficult and a little bit embarrassing to try to put into words the nature and the value of experience in the arts. One can see the bright light in the eye of a child more readily than one can describe its origin, and perhaps it is good enough to recognize and to treasure the spark. We know that sometimes voices blend to set the spine atingle, and we know that there is a level of excitement offered to performing musicians somewhat greater than that provided for those who sit in the audience. Perhaps we should be content with the observation that mankind can be aroused to a high pitch of enjoyment in the creation of the beautiful.

And so, with the hope that more children will discover in themselves a lively response to the beautiful, we undertake to provide a new arts center. Confident that the job will soon be under way, I should like to set before the parents some difficulties we must meet. First, there will be a job of demolition to be completed before the new work can be started. The old smokestack, the "old, old gym" with its antiquated locker rooms, the old boiler room, and the janitor's cottage [located at the south end of the campus near the entry to the upper school parking lot] must be removed and trucked away as rubble. This will probably take some twenty working days of a wrecking crew, during which time there will be a substantial interruption of heat and power as well as peace and quiet. One plan for demolition calls for interruption of heat on the second day of work. It is probable that we will have to get along with temporary arrangements for heat during the last part of the school year. Under these circumstances a cold, wet snow in late April or early May will provide something more than a challenge to frolic.

The total time of building is unknown, but it is certainly more than can be comfortably bracketed between June 15th and September 15th, and so we face some interruption of services, which will include the loss of the use of our kitchen and lunchroom. No final plans resolving this problem have been adopted, but it now seems probable that each of us will bring his own lunch for a substantial part of the spring term. Some thought has been given to temporary kitchens and to food which could be trucked in from outside, but I have a suspicion that it would be considerably more economical — and probably good for each of us — to pack a sandwich and to expect from the School little more than daily fresh milk.

Lest it appear that this building job poses a series of awesome annoyances and problems, I hasten to say that this is not the case. The disruption to the School envisioned by the building of the Arts Center is far less than that created by the construction of the high school building from which we were excluded for a time longer than one semester. I should expect it to be true again, as it was then, that people will meet their difficulties in good spirits and that the morale of the School will be splendid. The rewards to be expected are clearly and immeasurably greater than the inconvenience we will endure.

In the November 1964 *Annual Report*, French continued the saga of the new Arts Center:

> In June the footings for the new buiding were being poured, and we could see the outline of a two story building which will do much to add to the School's program. This is the long awaited last building in the Development Program started five and a half years ago, a program which brings the School's plant up to the quality demanded by its educational purposes and aspirations. This leaves to be accomplished by this program the remainder of the Fund for Excellence in Teaching.
>
> Needless to say, a school is very much more than its property, but it can no longer be as simple as a log supporting a student at one end and a teacher at the other. It is more accurate to think of modern education as a relationship between students and teachers in a physical setting which may hamper or enhance that relationship. Our new Center for the Creative Arts invites great teaching.

The dedication program for the Center of the Creative Arts (later named The Nathaniel French Arts Center) took place in October, 1965, and provided a splendid demonstration of the versatility of the building. With great pleasure French described what happened:

> . . . Visitors were invited to tour the gallery, explore the facilities, and to watch scenes from *Henry IV*, Parts I and II, and *Henry V*. These were presented in the outdoor patio in true Elizabethan fashion. Musicians played from the balcony on the upper level; actors used the stage area on the lower level; Elizabethan wenches hawked fruits which the outdoor audience was invited to toss or eat as the spirit moved them (they stayed to cheer with gusto). I might add that this production revealed a hitherto hidden asset of the current hair fashions for some of our young men. They are remarkably reminiscent of those of the late 16th century!

Building and rebuilding was complete now — at least for the time being. The school plant had been expanded by the enlarged Dunlap Hall, by the new gym at the east end of the campus and by the modern new two-story Arts Center. But it was evident that the curriculum needed revitalization.

Revitalizing the Curriculum

The School moved into the sixties with a strong sense of adventure. The field of education was changing. There was an optimism that if teachers used new approaches to subject matter, the students would be eager to learn. Nat French also believed in bringing in an exciting spectrum of new young teachers — "a phenomenal group" — according to Bob Johnson '43 whose children were here at the time. Universities were getting involved in exploring the best ways of teaching various disciplines to different age levels. The teachers of North Shore were

attending summer seminars and workshops and bringing back to the School new ways of teaching — in reading, in science, in mathematics, in English literature, in modern languages. This new perspective in education was described in the October 1961 *Notes* by Nat French:

> Nowadays school begins in September with an air of anticipation and excitement; almost with an air of fortunate opportunity. Teachers and children return to the "job" with smiling faces and an expectation of happy and valuable exploration. The atmosphere is reminiscent of Tom Sawyer and Huck Finn as they pushed their raft out into a Mississippi current which both boys knew to have great power. As the river moved toward the next bend, they felt its irresistible attraction and they were bound away to discover what was hidden around the bend ahead. And adventure followed adventure as they were swept along by the current. Thus, the allure of the unknown leads one on to the reward of knowledge.
>
> Preserving this sense of adventure is the teacher's most demanding job. Given this joy in unwrapping the gift of knowledge, we may be sure that children will take long strides ahead. The remaining task is to provide professional wisdom in guiding children into realms of more significant experience and away from preoccupation with the trivial.
>
> Accuracy is always a problem when one attempts to look back in time, but it seems clear that our School was founded in an age when children accepted schooling but seldom welcomed it. Academicians had defined the curriculum in terms of a body of knowledge which supposed a logical progression from step to step with a share to be covered in each successive year. It was reasonable that a study of prehistoric man should precede the study of ancient history. The logic may be sound, but thoughtful teachers began to admit to their thinking the observation that large percentages of their students seemed unimpressed with the logic; in fact, they reacted with boredom to subject matter they considered dry as dust. And some observed that those students who became most interested outdistanced those classmates who were equal in ability but disinterested. To questions of curriculum were added discussion of the principles of interest and effort in learning, and a few experimental schools suggested that significant changes could be profitably made. Teaching method became a problem as important as teaching material.
>
> It was at this point that The North Shore Country Day School was founded and quickly took its place among those schools dedicated to the task of continuing examination of course content and the development of teaching methods calculated to nurture in students a joy in learning, and a commitment to a life of active participation as responsible men and women. Academic standards and subject matter content changed slowly but surely, and they changed with a watchful eye cast in the direction of efficient teaching.

During the past two years the faculty has devoted many hours to a thorough examination of the curriculum and this fall will complete a long and painstaking study. While it will be some time before we can assess the full impact of this work, there are some points which begin to come clear. Perhaps the most obvious is the fact that we lean heavily on research done in universities and on pilot projects developed in other schools. For instance, our physics course developed over several years out of work which began at the Massachusetts Institute of Technology under the leadership of Professor Zacharias and, with the support of many thousands of foundation dollars, became a nationwide study of what should go into a contemporary physics course and how this material might best be taught. We have been watching for several years the proposed revision of high school chemistry teaching coming from such diverse places as the University of California at Los Angeles, Earlham College in Indiana, Kenyon in Ohio and Brown in Rhode Island. Revision of our own course begins this year with changes which have been suggested by university scientists and tried in pilot studies in secondary schools.

While our language study has long depended heavily on the spoken word, we have been watching the use of electronic equipment designed to increase the amount of time a student devotes to speaking and to listening, and we have been experimenting with the use of tape recorders in our own teaching.

The teaching of mathematics to lower, middle, and upper school students has been questioned repeatedly since World War II, and work in this area was brought to focus by a more recent College Entrance Examination Board Commission on Mathematics. Today a group of university and school projects across the country feeds the efforts to make wise revisions, and we have found ourselves leaning heavily on the Carnegie Foundation supported work at the University of Illinois, both for revisions which have taken place in our lower school math teaching and in a new approach to mathematics in the upper school.

Some ten years ago the first steps were taken at a Kenyon College conference to formalize a College Board sponsored program through which students can complete and gain credit for college level work done in high school [The Advanced Placement Program]. Last May ten of our seniors in a graduating class of thirty-four took fourteen examinations to test college level work done here at school. A newly established commission on the teaching of English has begun its task of analysis, and we expect in the next few months to have recommendations from them. Thus the job of professional teaching is increasingly dependent upon work done outside one's own ivory tower.

While it would be a mistake to believe that revisions made in course content have neglected considerations of teaching method and materials, it remains true that this is an area in which there is at least as much speculation as

there is knowledge. Sociologists, anthropologists, biologists, psychologists and others continually push out the horizons of knowledge about the human being, but it remains true today that we enjoy the romantic tale of two boys on a raft floating down the Mississippi without knowing quite why this enchants us. We know that some very good students are easily aroused to intellectual effort, and we know that others of comparable ability appear to have established impregnable barriers against all efforts to entice them into the intellectual arena. This may be, then, the area of our greatest challenge.

Should this be so, we are, as a school, in a good position to bend our efforts in this direction. The belief that efficiency in learning is a product of student interest was one of the planks in the initial platform of the School's founders. We have always avoided prizes lest the prize become the goal, and we have mistrusted honor rolls for the same reason. It is easy enough for all of us to agree that a student's real "motivation" is a basic consideration. It remains for us to discover what elements combine in what proportions to produce "good motivation."

The Reading Program

As important as the higher academic courses were, one of the most encouraging developments in the late fifties was the Gillingham Reading Program which had been instituted in the lower school under first grade teacher Mrs. Evelyn Kratz [1942-53, 1954-69].

When Mrs. Kratz left in 1969, Janet Rogers '43 [1967-86] took over the Gillingham program for the next twenty years, teaching several generations of young children the joy of reading.

Middle School Social Studies

Middle school social studies, from 1959 until 1964, was taught by Joseph Nold, an amateur mountain climber and cartographer from Saskatchewan, Canada. Following his graduation from the University of British Columbia, he spent several years teaching overseas and climbing mountains. During that time he came into contact with the British Outward Bound movement and taught for a year at the Gordonstoun School in Scotland and later at the Dera Dun School in India where he hiked and climbed with students in the foothills of the Himalayas.

Somehow he ended up teaching at The North Shore Country Day School in the fall of 1959. During his first summer here in 1960, he and his five-months-pregnant wife Andrea took four North Shore upper school students (Bob Strong Jr. '60, Harley Hutchins Jr. '60, John Strong '62, and Wally Pugh '63) on a summer hiking and mountain climbing trip to Peru. Bob Strong discovered a human skull in a burial place in the mountains of Peru and brought it back with him, much to his later adult chagrin. But rather than cause an international incident by returning the skull to Peru several decades later, he lent it to the social studies department at

North Shore when his own son Patrick '87 became a freshman anthropology student.

But back to Joe Nold: he may have never used the term "progressive" to describe his method of teaching because in those days it had negative connotations for many people, but he was certainly imbued with the progressive philosophy as becomes evident in his description of the so-called new "concept approach," which he described in the May 1962 *Notes*:

> . . . The teacher who is guided by the concept approach to teaching is problem-oriented in his thinking.
>
> The sixth grade social studies curriculum began as a study of Africa and Asia and has gradually evolved into a study of primitive societies and early civilizations. This choice certainly reflected the teacher's interest, background, and conviction, but it also is subject matter suitable for the age level. It fits in with Whitehead's "stage of romance." This age child, still in the "gang" stage himself, is psychologically attuned to a study of primitive societies. One school of thought has seriously contended that he is not too far removed from it himself! The basic concepts are geographic: the effects of climate, terrain, and location on patterns of life, food supply, shelter, and clothing. The concept list covers these ideas with the statement:
>
> "The need for food is basic to all human life. Clothing and shelter, although less basic, are fundamental to social development. Provision for material needs is affected by natural environment." From a study of the Eskimo, the Berbers, and the Kalihari Bushmen, the sixth grader can come to an appreciation of the concept that natural environment "may restrict the use of the available materials, as in the case of hardship conditions such as severe climate." So far, there is little that is new. This material has been used by teachers of geography at this age level for years. What is perhaps different, though, is that at the end of the year we can have a test on the geographic concepts learned in which we approach an imaginary land mass where the location of mountain ranges, rivers, deserts, river valleys, resources, et cetera are given, and we work out a set of hypothetical problems related to different patterns of life.
>
> . . . We study the progressive evolution of man from the hunter-gatherer (Pygmies), to the herder (Zulus), to the primitive farmer (Pueblo Indians), to the stage where man develops early river civilizations (Egypt, India). Here we are stressing, albeit indirectly, another concept: the natural environment "may stimulate improved technology or more efficient productive organization."
>
> Concepts pertaining to spiritual and aesthetic needs are, of course, the most difficult for the sixth grader to understand. The twelve-year-old can often have strong aesthetic feelings, but they are usually quite unselfconscious, something felt, not to be explained or expounded. We do contrast the Taj

Mahal to the log cabins of Jamestown, both having been built about the same time, but the comparison is more in terms of the size, wealth, and social organization each represents, rather than in aesthetic terms. Religious concepts are no less baffling. Those few sixth graders who do have religious training have not gone far beyond the recitation of their respective dogmas, and at this age it is probably important not to challenge or disturb such beliefs. But for the many, and this is certainly a large majority, who have no appreciation of the Bible, either Old Testament or New, from the point of view of a religious code or even as folklore or myth, some discussion of spiritual concepts is important. Through a brief study of primitive religion, as well as a superficial comparative study of Islam, Hinduism and Buddhism, the students are brought into contact with this area of human experience. At least they consider such concepts: "Individuals in groups have a need for establishing meaning for existence . . . and for symbols which express these meanings."

In passing, it should be noted that history as such has little to do with the study. Though there is sequence, it is not chronological, or if chronological only so incidentally. This reflects the interest of children of this age. They have little sense of historical chronology or time sequence. To one born in 1950, even World War II has something fairly ancient about it!

A closing note with regard to the concept approach to history and the social studies. Ideally, this process goes on in each grade in the School. Generalizations are made from the different factual material presented each year, with growing levels of sophistication and insight. One has what, in teacher's jargon, is called "a spiral curriculum," where a concept like "the major purpose of political organization is the security, welfare, and continuity of the group" would underlie a visit to the police station in the first grade, a study of the medieval castle and manor in the fifth grade, Athenian democracy in the ninth grade, and the New Deal in the senior class.

One of our teachers was reported as saying, "The point of our working with concepts is to try to make sense out of man's past. If there is nothing to hold together the events of the past, to relate them, then history just becomes what Huxley called 'one damn thing after another' and that's all." (From David Mallery, *Asia and Africa in the Study of History*, 1962.)

While Nold was teaching at North Shore, Nat French, one day in the fall of 1961, handed him a mailing from the new Outward Bound School in Colorado and suggested that this was something that would interest him. The director of the program was Chuck Froelicher, a friend of French's. The following summer Joe Nold was one of the first instructors Froelicher hired for the new program. The story of Nold's important relationship with Outward Bound was described in the 1981 history of the movement, *Outward Bound U.S.A.: Learning Through Experience in Adventure-Based Education* (Joshua L. Miner and Joe Boldt, New York: William Morrow and Company, Inc.):

> . . . When Nat French asked me how the summer had gone, I told him, "I've been teaching for you for three years, and I really think I've done more teaching in the last two months than I've done in three years in the classroom. What excited me most was the extent to which Outward Bound spoke to the whole sense of being and meaning and values and purpose of life. That's the basic structure into which we have to fit academics. I felt that this was the most deeply educational involvement I'd ever had as a teacher with young people."
>
> For Nold and others like him there was something else. "A penalty of teaching in one of the country's finest independent day schools in that well-to-do suburban environment was that we young teachers felt cut off from the mainstream of American life. We had come into teaching with the idea that it was a service-oriented profession. It was the early sixties, Kennedy was newly in office, the national social conscience was waking, and we couldn't help feeling dissatisfied. At Colorado we not only had a chance to work with disadvantaged youngsters, but also we were able to mix kids from affluent families with kids from the ghetto. Part of the beauty of that was that the highly motivated, upper-mobility type of middle-class and rich kid got so much out of the social interaction. I had the feeling that Outward Bound was in the marketplace."

Nold was offered the directorship of Outward Bound and resigned from North Shore in 1964. His concern about social consciousness was held by other faculty members and was expressed by the School in various ways throughout the rest of the decade. In 1970 Nold helped train a group of students and teachers who were preparing for a year-long trip around the world.

Ninth Grade Oriental History

Meanwhile, back on campus, the faculty was doing its best to make the curriculum relevant, the key idea of the sixties. The November 1964 *Annual Report* described the ninth grade oriental history course which devoted much attention to Vietnam:

> . . . They found that they needed an understanding of both Confucian and Communist thought. And, of course, they ran into the difficulty of finding objective critical comment. This whole issue was aired in two successive Morning Exercises, when middle and upper school history teachers discussed the Viet Nam problem as a question in identifying reliable sources of information.

Anthropology in the Upper School

In 1961 Professor Paul Bohannan of Northwestern University was a guest in the Educational Lecture Series at North Shore, and thus began a long-term personal and professional association with the School. By fall of 1965 his son Denis was a fourth grader in the lower school, and his experimental ninth grade anthropology course was instituted in the upper school. Bohannan's background included

undergraduate work at the University of Arizona and Bachelor's, Master's and Doctoral degrees from Oxford in England where he taught for five years. Prior to coming to Northwestern, he taught three years at Princeton. Sharing the teaching responsibilities of the ninth grade course with him were two teaching assistants from Northwestern: Merwyn Garbarino, the first year; and Earle Carlson, the second two years. Dr. Bohannan described the new course in the May-June 1966 *Notes*:

> The new ninth grade course in anthropology started as something of an experiment, but from the first it has proceeded as if we had known exactly what we were doing. Anthropology is a broad subject, with tentacles leading into biological science, into the other social sciences, into psychology and into the humanities. Anthropology can, in fact, be seen as a way of thinking about the world rather than as a specific subject. That way of thinking is based on the idea that if you have several examples of peoples facing the same kind of social and cultural problem, then the range of solutions will make each separate solution seem more vivid and will develop into a capacity to see ourselves, our country, and all our contemporaries in a more inclusive framework.
>
> The first part of the course this year was devoted to the study of American Indians. We started with a book about a California Indian who wandered out of the remaining wilderness in 1911, when he was about sixty years old. He had never before had any direct dealings with white people, and they in turn had thought his tribe extinct. He lived the last few years of his life in the University of California Museum, which was then in San Francisco. He learned some English and made a good adaptation. Out of this man's individual problems of facing the Western world on the basis of his Indian experience, we set a framework of what human life and human culture entails. We examined it more thoroughly with regard to the Kiowa Indians of the Plains and the Iroquois Indians of the St. Lawrence River Valley and the adjoining areas of New York State. We then went to Africa to examine the Pygmies, and then (because suitable reading material is very scarce) read a book of more general scope about Africa. The first quarter was summed up then by a statement of the principles of social and cultural anthropology.
>
> The second quarter is taken up with the study of human evolution and pre-history. We examined the way in which the human creature and his culture evolved together, and have read about the pre-history of both the Old and the New Worlds. Students have, as a result, a pretty good idea of the ways in which the present range of human cultures developed over the last million years.
>
> In the spring quarter, coming up, we are going to study comparative civilizations. It seems that the invention of writing, and improvements on it from movable type to present day computers, have created as much of a revolution in human life as did learning to speak. The creation of language

> freed men from the necessity to copy everything they learned from somebody else and enabled them to learn in abstract situations. In a similar way, the invention of writing and its derivatives have made it possible for men to learn from a stored tradition rather than merely within given social relationships. The so-called "information explosion," started with the invention of writing, was given a considerable fillip by the invention of the printing press, and a still greater one by the invention of the computer and the television. Undoubtedly there will be further refinements that we don't as yet even dream about. The subject matter of the last quarter will be a look at the familial, economic, artistic, governmental and other institutions of the Japan of pre-Meji times and of the traditional Chinese culture. If time and reading material allow, we shall add something on the High Cultures of Meso-America.
>
> It seems that with this background, our students will be better equipped to go into European or Western history in their sophomore years and American history in their junior years in high school. Over a period of the next several years, we hope to be able to develop a unified approach so that the principles of history, anthropology, sociology, economics and political science can all be brought out in the context of pre-history and comparative civilizations, European history, American history and, of course, the events of our own day.

Because the course was experimental, Dr. Bohannan invited from students and parents comments and suggestions to help him refine the course over the next two years. The major problem, the anthropology team discovered, was that they tried to cover too much area. The second year they dropped the material from the third term and expanded the first two terms to fill the year. This change proved more realistic and satisfactory. A comprehensive description of the three-year evolution of the course appeared in the *American Anthropologist*, June 1969, authored by the three teachers: Paul Bohannan, Merwyn Garbarino and Earle Carlson. The ninth grade anthropology course continued to evolve over the next twenty-five years and was taught until 1990, when geography and ancient history were brought back to the ninth grade curriculum.

Vertical Themes

Vertical themes were integrated within the social studies curriculum as a way of taking advantage of a school with a kindergarten through twelfth grade age span. An example of the way a theme might evolve over the student's school years was provided by the 1966 *Annual Report*:

> Consider, for example, the idea of freedom — a difficult one for a child to explore. Our junior kindergarteners approach this through the story of the Pilgrims as they try to understand why these people left their homeland for a new one. That perilous voyage and those first homes in the new world became so fascinating to our four-year-olds that they decided to build their own Mayflower and Speedwell. The Speedwell met with misfortune daily,

but the Mayflower sailed on and was soon located next to a row of Pilgrim homes which saw many a scuffle but were well loved and well used for several weeks. The small "Pilgrims" and "Indians" planned a Thanksgiving feast of their own with corn muffins and apple cider.

At the same time, seventh graders worked out a dramatic expression of the limits which Puritans set on the concept of religious freedom in the early colonies. They shared these ideas with the entire School in the Thanksgiving Morning Exercise.

In the upper school, supplementing the standard course in United States History, Mr. [John] Woodbury [upper school English and social studies 1964-68] and Mr. [William] Steel [middle school 1947-66] conducted an evening seminar for seniors, entitled "The Idea of Liberty." Accompanied by case-study readings, this was primarily a series of discussions in political philosophy.

Seminar

"Seminar" was the new in-word in the early 1960s. In 1960-61 several teachers in the upper school had begun offering non-credit seminars on their own time to interested students. Physics was among the offerings. Will Talley [1943-72] proposed the building of a seismograph which was a particular interest of his. Nat French ran a seminar devoted exclusively to American history which met on Thursday evenings at the headmaster's house. It started with ten enthusiastic members but dropped in attendance as the term wore on. A modern European history seminar began at mid-year and was held during fifth period on Thursdays under Virginia Deane [1946-69]. The only English seminar was held for five seniors by Michael Post [1956-63] and met twice a week in the evening. The objective was to read and discuss novels of the participants' choice.

In 1964-65 a series of senior seminars was offered as a corollary to the history and English courses. The students attended dramatic productions, such as *Macbeth* and Beckett's *Endgame*, and spent time discussing them with actors following the presentation. During the spring term a series of seven sessions were held, one a week, to discuss one of seven authors — Baldwin, Camus, Golding, Hemingway, D.H. Lawrence, Thomas Mann and Steinbeck. Two or more students made presentations each week and led question and answer sessions for the other students and faculty members.

Mathematics

The mathematics department, too, was searching for more effective ways of learning. Modern math drew attention in 1958 when, at the urging of Nat French, the math department investigated research on the teaching of mathematics going on at universities around the country. This led to the discovery and installation of the Cuisenaire Rods in the lower school and the University of Illinois curriculum in the middle and upper schools. In the late fifties and early sixties, one to three

teachers each summer attended mathematics institutes during the summers. George Eldredge wrote in the 1963 *Notes* that:

> Those of us who have been fortunate enough to be able to take advantage of these institutes have become hopelessly infected with the "new math disease."

Underlying the enthusiasm for this new approach was the assumption that what is discovered is more effectively learned than what is explained. Success in teaching in this mode was gratifying enough to encourage its continuation.

In September 1959, the first and second grades gave up arithmetic textbooks. The teachers used the Cuisenaire Rods and wrote their own materials, which they adjusted to the aptitude of the children in the class. This, however, was a time-consuming approach. By the early sixties, material was coming out of the Miquon School in Pennsylvania which offered a solution to the need for both quality and flexibility. A teacher by the name of Lore Rasmussen, recognizing that children mature and learn at different rates, developed work sheets which she organized in manila envelopes. Someone conceived the idea of grouping single pages on a pad and there being as many pads as pages in a book. If a book were to have 200 pages, 200 pads of twenty sheets each would be ordered. The flexibility was apparent in the way the teacher could then control which pages were offered to which students.

The Illinois Secondary School mathematics course was begun in the seventh grade. The theory, according to the *Annual Report* of 1963, was that "it was easier for the younger children to understand and work with the newer concepts than for those who were older."

By 1964, it was becoming apparent that skill in computation was being sacrificed for attention to the structure of mathematics. In fact, this would become a national concern as educators began to investigate the results of modern math.

Miss Lillian Griffin, who taught fifth grade [1921-52] did her part to make sure computation skills were not lost, at least up to the early fifties. One of her students in 1951 remembered that she and her classmates had to recite the times tables in a minute and a half before recess. Do it in a minute and a quarter, and one could have two recesses!

By 1966 the University of Illinois College and School Mathematics program had extended from seventh grade into the third year of the upper school. Students were learning and appreciating the value of the study of logic and were facing more interesting and provocative number concepts. A growing number of students was taking Math V, a college level course.

Geology

Geology was a new course in the upper school science curriculum, introduced and taught by Lorenz Aggens [business manager, science 1955-66]. Nat French

described the course, emphasizing its "experiential" educational principles — with no mention of the word "progressive" — in the November 1963 *Annual Report*:

> A full year's course in geology is a relatively new addition to our science curriulum and one of increasing popularity with students. They [the students] constructed a table some twelve feet long, strong enough to hold five hundred pounds of sand. A continuous stream of water enabled them to simulate and observe the gradational process of moving water on valley formation, river bottom deposits, stream meanders and deltas. Beyond general knowledge of processes and geologic history, their studies taught them to understand and appreciate that the school grounds are situated on a ridge cut into a glacial moraine formed when Lake Michigan was sixty feet higher than it is today. A three-day field trip into the Baraboo-Devil's Lake area of Wisconsin provided opportunities to observe the various glacial and geologic phenomena of the area.

Science

The traditional courses in the science program continued to be updated. The new physics course, designed by the Physical Science Study Committee at Massachusetts Institute of Technology, was working well. In 1962 the chemistry course adopted the "bond approach." A year later a new and more demanding course in biology, developed by the Biological Sciences Curriculum Study, was brought into the lab at North Shore.

The seismograph, first attempted in the 1961 physics seminar was finally built by the 1965-66 physics class under the direction of Will Talley [1943-72]. From the 1966 *Annual Report*:

> . . . Working together, students learned how to bend, shape, fabricate and assemble the machine and how to tune it for sensitivity. Each student made his own contribution to the project; some had great manual dexterity, some, keen understanding of the principles involved. In the interest of truth, I must report that conditions in our lab are not ideal for the operation of this instrument. The seismograph is not intended to be set up on a cement floor! Thus the value in this project was in its design and construction rather than in its operating results.

The lower and middle school science courses were placing increasing emphasis on the history of science, allowing room both for demonstration and for experimentation. Attempting to guard against over-simplification, the teachers tried to lead their students through the chain of discovery and theory from Aristotle through Galileo, Kepler and Newton and finally to Einstein's theory of relativity.

Two years later, in 1966, the middle school took up what appears to be a more realistic project — looking at their world through individual lenses with low magnification. They investigated common things such as hair, rocks, salt, et cetera.

Dissection was also an important project. What's more, this activity opened the way for interage interaction. The 1966 *Annual Report* described such activity:

> Some of our eighth grade boys have been helpful in dissecting for the fourth graders. In addition to its own magic, repeated experience in this kind of observation and experiment tends to lead these young scientists from faltering and faulty description to quite precise articulation of their observatons. "Well, look. Oh, just a second, oh yes, the shade is in between the ball, er the thing. . . ." The sixth grade girl who said this in September made the following statement in June: "Let my hands be the shade. If object B is on one side and person A is on the other side, will there be a shadow on the shade, visible to A, if. . ."

Foreign Language Program

Achievements in foreign languages were manifested in performances produced by the upper school students. Two ninth graders in 1961 wrote the play, "Aucassin and Nicolet," based on a thirteenth century romance. It was performed in French, complete with music by Vin Allison [music 1952-86]. The third-year Latin class that year performed scenes from "Winnie Ille Pu" for Morning Ex and later for two other schools.

Tape recorders and language laboratories were introduced in the teaching of foreign languages in the late fifties and early sixties. During the 1962-63 school year, the maintenance crew built a small room into the upper floor of Dunlap Hall for the purpose of recording and listening to language tapes.

Advanced study in language had come of age by 1963-64. According to the November 1964 *Annual Report*,

> For many years there had been a few who went beyond the normal level of secondary school work, but we now teach a college level course in French literature for those students who began study of the language during seventh and eighth grades and entered the upper school prepared for French II. This group reads and writes French with some facility and most of them can carry on a conversation in French. (All of them can chat about the weather or ask for and understand simple directions in French.) They have done a fair amount of reading and were fortunate to see a group of young French actors in Jean Anouilh's "L'Alouette." One of the class wrote an original play, "Le Chat Botte," which told the old folk tale of Puss and Boots in original music and dialogue. Needless to say, these people are particularly well-prepared for the listening test which the College Entrance Examination Board now offers in all modern languages.

In 1965-66 the French and German students tried to outdo one another dramatically: all thiry-one French IV students were involved in "The Twelve Dancing Princesses," an old French fairy tale, and the German students presented "Schneewittchen" (Snow White) in a slightly "beat" version in which the seven dwarfs were introduced on motorcycles and scooters.

English

By 1965-66, in addition to literature and writing, the students were doing more active work with drama and oral interpretation, attempting to develop critical awareness by performance as well as analysis. A cinematography project was also set up. The students conceived and wrote the script and applied for funds from the School to produce it.

Visual Studies

The ninth grade English course gave up five weeks to the art department to introduce "visual studies" in 1966-67, which was supported by a grant from an unnamed benefactor. The instructors introduced the students to a series of visual worlds — color, shape, texture and space — by a series of experiential exercises. For instance, in exploring the concept of space, the students were taken to a number of areas such as the athletic field, the auditorium, the activities room, a classroom, and a broom closet, and invited to reexamine their concept of space. The purpose was to break down trite definitions of reality. The student enthusiastically recommended repeating the course in the future, but the funding was not renewed.

Art

The 1964 *Annual Report* reported that a three-year count of the number of upper school art majors ran successively from nine in 1961-62 to fourteen in 1962-63 to twenty-seven in 1963-64.

The increase in the enrollment in the art program and the experimental work in Albers' color studies were due to the new art teacher, John Almquist [1962-present], whom Nat French brought from New Hampshire. Almquist, a painter and sculptor, was educated at Yale under Joseph Albers, a German-born painter and teacher on the Yale faculty from 1950 to 1960. French recalled to Almquist his own student days at Black Mountain College when Albers was an artist-in-residence there. "I never understood what he was saying," French later revealed, "but I knew it must be profound!"

Almquist came to North Shore in time to help with the planning of the new Arts Center. After teaching at old Leicester Hall during the construction period, he welcomed the move into the new arts center studio with its wall-to-wall windows stretched across both the east and the west sides of the building. A photography dark room was incorporated into the southwest side. Gallery space for student art work in the Center was a much-needed addition to the campus. The faculty sensed the new energy coming from that part of the campus and made a decision (spelled out in the 1964 *Annual Report*) which reflected their approval:

> We have been hampered by lack of space for art students and so have done less with individual work than we should like to have done. Reflecting new opportunities of the future, the faculty has voted a change in art

> requirements. It has been possible for a student going through the School to complete all requirements in the field of art during the freshman and sophomore years. And this had seemed to cut off development of artistic appreciation at the emotional-intellectual level of the sophomore — a cut-off point which is too early to promise continued growth. The new requirement makes mandatory for all seniors an art course meeting twice a week for one semester, and it is expected that many of them will undertake as a part of this course some painting, sculpture or other art work of their own.

John Almquist quickly became an integral part of the North Shore experience. Twenty years later one alumna warned her younger brother, "Don't leave North Shore without taking an Almquist art course or you will have MISSED IT!"

Music

Sangerbund was created at Christmas time in 1964 when Vin Allison [music director, 1952-86] combined the A Cappella and Ensemble groups. He told later of Frau Karla Landau bestowing the name on the group. They sang the Christmas and spring concerts and then traveled to Kansas City to perform in four schools in one day. This was a year before Sheldon Rosenbaum [1965-83] became the resident pianist; and that was the year that *Pirates of Penzance* came off without a hitch despite the fact that the daughter of the music director, Vin Allison, was married the day of the performance, Saturday afternoon at 3 p.m. The same day the Sergeant of Police had to fly to Boston and back for a brother's wedding, returning just in time to meet his first stage cue that evening.

In 1967 the School was given a beautiful electronic organ by "a very generous man." Nat French wrote in the 1967 *Annual Report*:

> . . . We had looked at the possibility of a pipe organ and debated it long, for we could have purchased for less money an instrument which would have been first-class in its tone but limited in its range. It seemed important to explain to students that the choice of an electric organ was carefully made, but it seemed far more important that they should know that this gift came to the School as a measure of respect for a music program which has grown without the benefit of equipment. In short, the quality of their singing had earned for them the support of this magnificent instrument.

Drama

A number of the drama traditions were still intact. The eighth grade girls and the kindergarteners still presented the Halloween play at Morning Ex; the Christmas play was still done by the ninth grade; the senior class play, which Perry Dunlap Smith initiated and used to direct in the early days of the School, was still going on. The production in 1961 was *Under Milkwood* by Dylan Thomas. In 1966, instead of a full length play, the seniors decided to present four one-act plays. The following Christmas, 1966, the freshmen presented *Everyman* in the Christ Church Chapel in Winnetka.

What is obvious in examining the curriculum was the high priority placed on creativity and individuality. These elements were even more evident in extracurricular activities where the emphasis was placed on social service.

Renewing the Commitment to Creativity and Individuality

In addition to rebuilding the campus and revitalizing the curriculum, the School also renewed its commitment to creativity and individuality. Nat French recognized the paradoxical challenge in which the faculty was engaged: "At the same time we are training children to live and work in an interdependent society, we can and should be nuturing every bit of creative individualism that circumstances allow." The emphasis on educating for life in an interdependent society took the form of service projects which demanded both creativity and individual initiative.

Service Projects at School

The ideal of service to the school community in 1960-61 was promoted in active and creative ways: third graders made footscrapers and placed them near the outside doors of the lower school to cut down on mud being tracked into the halls; eighth grade girls sewed bags for the lower school children for their Cuisenaire rods; eighth grade boys ran a store for school supplies, and the proceeds purchased shrubbery for landscaping around the middle school building. The Special Services Committee in the upper school set up a month-long campaign focused on food shortages around the world. They organized a special lunch, serving a Multi-purpose Food meal, sold to the students for three cents. The difference between that and what they would have paid for a regular lunch was contributed to a fund for food for the poor. Work Days continued to be held both in the spring and in the fall. All of these activities were meant to train the students in active citizenship. As a senior girl stated in a Girl's Athletic Association Board meeting, "It is the job of the Board to activate the deadwood, not prune it."

American Field Service

In the *Annual Report* of 1962 Nat French pointed with pride to the evidence of a sense of community responsibility, especially in the:

> . . . student council drive to reinstitute the practice of inviting a foreign student to join us for the year. During the years when Leicester Hall was used as a dormitory, we had a series of foreign students and very much enjoyed their presence and profited from what they could offer us in understanding of their own countries. But this practice was discontinued four years ago when Leicester became the home of art and music. Thus this generation of upper school students faced a problem to be met first in the realm of ideas and then in terms of practical considerations. Working with the American Field Service, they received permission to form a Chapter; they got the blessing of the Board of Directors in the form of scholarship for

> the student, and they committed themselves to raise the sum of $650.00 toward his expenses. Efforts to raise the money displayed a remarkable ingenuity and included a village-wide drive to empty people's basements of bottles bearing a refund value, a day-long car wash and a Chinese auction at which they sold a dinner and seminar for four, contributed by Miss Deane; a hand-knit sweater, contributed by Mrs. Talley; the typing of a term paper, contributed by Mrs. Roberts; the services of four students who pledged themselves to act as slaves for a day, et cetera. (At the time of this writing [1962] we are enjoying the presence of Saran Achria from Karachi, Pakistan.)

In the spring of 1964, the American Field Service selected by competition one of the North Shore students to go to Japan. In 1966 a North Shore student spent a summer in Denmark as the first member of the AFS exchange program for students from the United States.

Reaching Beyond the Campus

Nat French in the 1964 *Annual Report* expressed the philosophy of the School in relation to the world:

> We expect to help youngsters understand the world's problems, but we want to do more than to provide them with tools of critical analysis. We want them to become active participants, and to this end the School as a community asks of its students a continuing effort to meet and solve its communal problems. Beyond this, we hope they will continue to find ways to contribute to the larger community. . .

Lower School Reaches Out to Alaska

Before the year was out, most of the lower school came to feel a friendship with children in Point Hope, Alaska, a relationship which grew from an exchange of pictures, letters and tapes of recorded songs.

The teacher of the third grade, Nancy Fairbanks [1962-64], had spent the summer of 1963 in the Eskimo village of Point Hope, located 130 miles above the Arctic Circle. She brought stories of her Alaskan adventures back to the classroom, and, in preparation for the Christmas of 1963, the whole lower school participated in making a tape recording of the "Story of Silent Night" to send to Point Hope. Accompanying the tape were ninety mimeographed song books, introduced by the third grade and illustrated by the fifth.

The Shattering of Camelot

There were other elements, however, besides pedagogical idealism which strengthened the commitment to involvement with the world at large. The assassination of John F. Kennedy in November 1963 brought the reality of national

turbulence to the heart of the school community. If any of the North Shore constituencies had been tempted to find a haven from the rest of the world on the lovely green campus of an elite prep school, that dream was shattered — if not forever, at least for the rest of the decade — by the national events set in motion on that grey November day.

A sixth grader at the time, Laurie Lipman '70, remembers coming in to lunch that day and someone yelling, "Booth shot Lincoln! Booth shot Kennedy!" She recalls what happened next:

> Mr. Schulze [1964-66] came in and disciplined the boys in the hallway and said, "The president has been shot. This is serious business, and I don't want to hear any of you say that again."
>
> Then as we went back to our homeroom on the ground floor, we saw the TV in Mr. Eldredge's office, and everyone felt awful because Kennedy was our hero. Afterwards we talked about it in social studies with Mr. Schulze, who was an activist. We talked about it a lot.

Bill Hinchliff '64 [alumni coordinator 1990-93], who was a senior that year, remembers:

> . . . it was a grey day. We talked about the symbolism. We were in the cafeteria. The history teacher, June Sochen, looking alarmed, was on the phone with the *Tribune*. She turned to my friend and me and said, "It's true. President Kennedy has been killed." The news quickly spread. I don't think I ever experienced anything like it. Of course, other assassinations followed, and it was always a shock, but not like this first shock. Something like this couldn't happen, not in this country, not to this person. Kennedy seemed to embody youth and vigor, life itself, not like Eisenhower who, to us, seemed old and had had a heart attack.
>
> The normal school routine sort of fell apart. People were wandering around the halls. There was an attempt at classes. I remember being called into Nat French's office with a classmate to talk about the situation. He wanted to know what we thought he ought to do. I remember later being quite flattered that he had consulted with us. Kids were crying. People were very visibly upset. I remember saying I really don't see the point in closing school. We might as well be here as at home. And he seemed to agree. School was not called off. We went through the day. We all went home after school still in considerable shock and sat glued to our TV's through the weekend. We got a call on Sunday night from the network of phoners saying that school was called off for Monday. I think there was a Morning Ex to honor him. There was some attempt to do something. I remember June Sochen said right after hanging up the phone, "Oh my God — Lyndon Johnson!" There was a very strong attachment to Kennedy, so losing him was a personal blow.

Civil Rights

At the time of the Kennedy assassination, there was a growing concern with the Civil Rights movement, which took the form of involvement with the inner city of Chicago in a variety of ways. The language used in the 1964 *Annual Report* to describe these projects mirrored the times; words such as "negro" and "slum" would eventually disappear, but at that time they were still part of the public vocabulary. The *Annual Report* of 1964 suggested that:

> Perhaps the best evidence of concern for others was an activity in the city which drew ten to fifteen seventh graders on Saturday after Saturday through the winter and into the spring. This group went to Project House on West Jackson Boulevard to join forces with children from the slum area, scrubbing, cleaning and painting. Following a half day of work and luncheon, time was set aside for singing, games and walks.
>
> After a seminar on civil rights held in the evening at school, a group of seniors decided that they wanted to know more about the city and its problems and volunteered their services as group leaders for activities in the slums of Chicago. A still further effort was made to establish a school-to-school relationship when a group of youngsters from the Raymond School, located in a stable, negro slum of Chicago brought us their version of *My Fair Lady*, entitled *My Fair Eliza*. Later twenty-five of our students went in to present for them a program of folk songs. On a professional level, the faculty from the Raymond School met with our faculty to discuss professional problems.

Looking Within

Faculty members began to realize that it is one thing to be involved in social service activity in other countries and other neighborhoods. It is quite another to evaluate profoundly what needs changing within one's own community. Although a number of the teachers were deeply concerned about the civil rights movement and several were activists, it was Nat French who almost single-handedly integrated the School, according to Virginia Deane '41 [1946-69] who had been his colleague in the history department. Civil rights was becoming a matter of conscience, and a number of the faculty members in the early sixties were working on open residence policies in Winnetka. In an interview twenty years later, Miss Deane didn't recall exactly how the details came out:

> . . . but eventually it became clear that with support, some black people could move into the community. It wasn't easy. One family moved into Kenilworth; one moved into Winnetka. Gradually, it became a little better, but when we accepted a black student here, there was some gnashing of teeth. We started in the lower school, I remember that. The idea was that if we began in the lower school, it would be much easier.

George Eldredge remembers that he was head of the lower and middle schools at the time the first black students were admitted. There were two sisters, one in the middle school and one in the lower. Eldredge remembers the younger child on the way to Morning Ex that fall:

> . . . talking with her friends and very excited to be there and very proud that her sister, who was a middle schooler, was there too. And she pointed her sister out by identifying her as the one wearing whatever the color of her dress was. There was absolutely no hint of black or white. Nat was out of town at this point. At any rate, I was left in charge. And I was called up to Dunlap [Hall] to face an irate set of parents who had just caught wind of the fact that we had a black family in the school. I was told that either their admission had to be reconsidered, or this white family was going to leave. Well, I excused myself for a moment and went into the business office, had a tuition refund check written out, and took it out and gave it to them. They reapplied for admission about three weeks later. I lied and told them that I'm sorry but their space had been taken.

Years later a letter was found in the old files of Nat French, dated October 16, 1964. It may or may not refer to the youngster remembered by Eldredge on her way to Morning Ex; no one is sure. The letter was written by a sophomore girl who was upset by the treatment of a friend of her little sister.

> Mr. French:
>
> My mother has told me of the incidents, sad and pitiful, of Tanya, a small third-grader. It upset me to hear some parents were preventing their children attending her party. Her mother called us to see if Tanya was wanted at Eliza's party. My mother, of course, assured her she was wanted as much as the other children.
>
> These incidents are sad and a little frightening to me. I couldn't possibly express all my true feelings on paper. The following is just an excerpt of a feeling that came to me when my mother told me of Tanya:
>
> One room, dined in daily
> One room, decorated gaily
> From the windows breezes blow
> Balloons and streamers slightly.
> One big cake with candles lit
> Ten pretty places for children to sit
> Ten ice creams melting slowly
> One little head bending lowly
> This little girl 8 this morn
> Wishing she was never born
> The reason no one came she seeks
> As tears roll down her little brown cheeks.

Thank you for reading this and I hope you understand.

Frannie Winston ['67]

Little Tanya left the school shortly after this incident.

In 1965 the first black student entered the high school. F. Andre Fortune '69 remembers his experience:

> It was during a slow walk to Morning Exercise in 1965 that Perry Dunlap Smith [although no longer headmaster, he was still teaching S.S. and coming to Morning Ex] thanked me for attending the school and asked me to forgive any and all who did offend, as my presence might enlighten some who would not venture forth into worlds outside their own. In those days all the "blacks" attending N.S.C.D.S. were from two families: the Spencers and the Fortunes. We were allowed to attend, not because we had markedly different backgrounds, intellectual abilities or personal characteristics, but conversely, because we were so very similar that internal "culture shock" would not occur. You see, it was P.D.S.'s observation that within the, so-called, "black" community there is a great deal of variation. In the 1950s he was able to demonstrate that there were "black" people who had similar lifestyles, abilities and even backgrounds. What he was not able to demonstrate was the price we often pay.

The School as a whole was undergoing its own angst in the face of this cultural and moral revolution. Virginia Deane remembered bitter feelings in the community:

> But I don't think there was any kind of overt event. I think Nat was accused of using the school for social engineering. But as you well know, it's a main question in history: Is education supposed to perpetuate the status quo? Or do you expect the people who have the education to make a difference? . . . There has always been tension between the families who wanted the School to perpetuate a kind of life-style — I was talking to one of my ex-students last night who is a little nervous about the increasing diversity of the student population — and others who felt that the classical, academic education, the long day, the organized sports and the arts, a full education, would create change.

Ginnie Deane and several other faculty members during the early sixties were teaching evening literacy classes at an inner-city Chicago church. At the same time students were also beginning to get involved in the civil rights movement. Rita Montgomery '65 wrote about the Students' Committee to Implement Learning in the June 1964 *Purple and White*:

> The SCIL was born when Michael Zatroff, a New Trier junior, my mother and I, attended the Spring Conference of the Friends of SNCC (Student Non-Violent Coordinating Committee), held in Atlanta, Georgia. There we talked to college students from the North and South alike, who were aware

> of the problems facing Mississippi, which are typical of so many of the frustrations in this country.... This is an experimental effort to acquaint the people with the duties and privileges of citizenship in a democracy. It could become a pilot for similar private endeavors to improve the quality of life in other areas.

Another mother of a North Shore student, Dora Williams, wife of Lynn Williams '25, presented a Morning Ex on her experience in jail resulting from her participation in civil rights protests.

The 1964 senior class invited Chuck Stone, editor of the *Defender*, a Chicago-based black newspaper, to be its graduation speaker. John Almquist [art 1962-present] recalled that a few senior parents objected violently. One couple sat in the audience reading a newspaper during the graduation address with cotton very obviously stuffed in their ears.

During the spring of 1965, Selma became a rallying issue for some of the faculty. Almquist remembers being deeply affected by the movement because a friend of his from New Hampshire was killed in Mississippi. When the march in Selma was scheduled for Monday of the week of spring break in 1965 — vacation was to start that Wednesday — several faculty members decided to leave early so they could participate in the demonstration. Three other faculty members, besides Almquist, were planning to go: Joe Schulze [middle school English and social studies 1964-66], Frank Wallace [English, assistant headmaster 1963-74] and Jack Woodbury [English and social studies 1964-68]. When Almquist asked for permission to leave early, he remembers Nat French replying, "I wish I could go with you." Later French called the four faculty members to the headmaster's house and told them that leaving early would violate their contract. Apparently the Board of Trustees was "up-in-arms." Almquist, Woodbury and Schulze waited until Tuesday to leave. They were advised to take a bus rather than drive; that would be safer; the situation was volatile.

In the view of George Eldredge '41, the School fell into three groups:

> ... Almquist representing the best of us; me representing the illiterate, the unknowing; and then those who really felt we just didn't have any business getting involved... Nat did defend the faculty that went down to Selma, and he had to do that to a pretty unhappy Board. But whereas the School might today take a very, open positive stance as an institution involving students, faculty and parents, that simply was not part of that scene at that time.

From 1967-69 the School's only black faculty member was in the French Department. Lansine Kaba, from Mali, was finishing his masters in the East when he heard of the position at North Shore. He came to the Midwest to teach and subsequently earned his doctorate at Northwestern University's Department of African Studies. He remembers being treated cordially, but he is not sure whether that was because of his African rather than American origin.

When Eldredge became Headmaster at the end of the decade, he tried to get black faculty members through the National Association of Independent Schools. On their staff was a black educator whose role, Eldredge remembered:

> . . . was to try to coordinate the placement of interested black teachers in interested white schools. I assume that he must have been swamped, and I reflected on the scene at that point and said to myself, well, Eldredge, if you were a black teacher, where would you want to put your energy, with a bunch of black kids or a bunch of white kids?

During the decades that followed integration in the School, the faculty's concern grew regarding the lack of minority teachers who would be positive role models for the growing number of minority students. Twenty years later, in 1990, there have been no African-American faculty members except for the brief tenure of a kindergarten teacher in the mid-eighties.

Inner-City Projects

On Saturday mornings for three years upper school students went into Chicago to help with renovation of a storefront church and then stayed on to tutor and play games with the children. Alumna, Laurie Lipman '70, remembers that, in addition to the school-sponsored work on Saturdays, some of her classmates would go back on Sundays:

> . . . for Rev. Ed's Sunday service and to participate in the gospel choir in his storefront church. I did that a few times myself. Some of the underlying feelings came out on Sundays that were not so overt on Saturday mornings when we were allegedly teaching reading class and trying to play with the kids. We were definitely foreigners to them. It was much more apparent on Sundays. Although Rev. Ed was older and a teacher and tried to include us and tried to put some perspective on the experience to his church members, kids are kids. His sons were his sons. They were just teen-aged boys from the West Side. Perhaps we were status symbols to them. We were also objects of hatred to them. So there was this mixed bag of underlying feelings there. The faculty members could have been more aware; they could have told us that things were dangerous. Everytime I went down, my mother would say, "Oh, how noble of you. Do you really have to do this? All you're going to do is get hurt." But she wouldn't say why or how or what happens or connect that with any of these underlying feelings. The girls really were at risk for being molested or raped at times, I think. We were lucky no one did, or if we did, maybe we don't know to this day because I doubt if anyone would say anything.

Student Government

Meanwhile, the students continued to struggle with their own internal problems of leadership and governance within the school. Midway through the 1964-65 year, a group of seniors, disgusted with what they considered the apathy of their

schoolmates towards responsibilities of self government, engineered a coup d'etat which abolished the Student Council in the upper school. This led to a series of discussions about self-government in theory and in practice, which in turn fostered at least three new plans for the structure of student government. Eventually, as the benevolent dictator (Headmaster Nat French) became less benevolent and more dictatorial, the reestablishment of government under the leadership of the juniors was achieved. The junior leadership was strongly backed by some of the senior revolutionaries.

Student government, according the the 1968 *Annual Report*, greatly improved:

> Perhaps in some way related to a worldwide student ferment, the Upper School this year has faced its conflict between freedom and authority with far more success than is common in our times. Led by a superb president, the student government has developed. . . new relationships between teacher and student and has cast itself in the role of a vocal adviser. In so doing, the students have invited the confidence of the faculty in their deliberations and have made some very real contributions. They are at work on a scheme which would allow the School to make a better contribution to the disadvantaged in our own metropolitan community. They have appeared in a faculty meeting to suggest that the degree of freedom offered by the faculty lacks the restraint necessary for those who use this freedom in a disruptive manner. They have worked with teachers to establish a plan which allows many more students to be free from compulsory study halls, a plan which, nonetheless, maintains a strictly proctored study hall for those who need it.

Literary Projects

Other ways of promoting creativity and individualism made use of alternative ways of learning:

1. Creative Writing. From the 1966 *Annual Bulletin*:

> The lower school published a literary magazine. In the upper school a creative writing group started by the students was carried on through the spring term entirely on their own initiative. They wrote, shared and criticized their own poems and sketches and built up a substantial anthology by the end of the year. Students also started a paperback book shop. This was not wholly successful, but it indicated a lively interest in current publications.

2. Book of the Moment. Also from the 1966 *Annual Bulletin*:

> Students and members of the faculty [in 1965-66] shared a new venture — The Book of the Moment. Every student from sixth through twelfth grade was invited to read Ray Bradbury's Martian Chronicles and to attend one or more of a series of several Friday afternoon discussion groups designed

Nathaniel French was the second headmaster from 1954 to 1968.

May Day and the May Queen were spring traditions from the 20s through the 60s.

Seniors of the class of 1969 dance around the Maypole.

for interested readers of all ages and backgrounds. This book generated a fair amount of excitement, resulted in one provocative Morning Exercise, and became a point of reference in many classes inside and outside of the English department.

From 1967 *Annual Report*:

"Book of the Moment" — A year ago the faculty, in search of ways and means for extending the scope and depth of sense of family in the School, sought to increase our common readings by choosing a series of books which would be read within a given period of time by students and faculty alike. The "Book of the Moment" may be required of some but is urged on all and is made easily available through the School store. This year's series included Lewis Carroll's *Through the Looking Glass,* The Book of Jonah from the Old Testament, and Saint-Exupery's *The Little Prince.* Each of these was widely read throughout the middle and upper schools and could be discussed by teachers and students in the lunch room, in the locker room, or wherever they might meet.

May Day

According to the 1966 *Annual Report,* May Day was still an afternoon celebration late in the spring, followed by class picnics on the green. In traditional fashion, the sixth grade was still writing and producing a play about Robin Hood for the event. Trumpets played this year, but the traditional pony cart which used to carry the queen and her handmaidens didn't appear. The first graders joined in part of the Maypole dance with the seniors. Following the crowning of the queen, the grades paired off for a series of games and relays. The *Report* did not mention children coming out from Chicago to join the celebration as had been the custom for many years.

May Day was still one of the spring time traditions in 1969 when Virginia Deane left the School. Fifteen years later, she reminisced:

It may seem trivial, but one of the traditional events which underscores for me the high priority on students was that the Headmaster vacated his office so that the May Queen could use it as a dressing room. I realize the whole idea of a May Queen is controversial, and if that tradition is gone, I will not exactly be sorry, having suffered many years of anguish with the senior girls who did not make queen. But, for a few hours, the May Queen preempted the Headmaster's turf.

There was another component that was very bad: beautiful school, wonderful country grounds, why not bring out Chicago children? That got to be a very Lady Bountiful feeling. Of course, you can imagine in the '60s that people would say, "How hypocritical are you going to be?" But some of us — and I had done this myself several times — had gone [into Chicago] and talked with those who were running the city schools and learned how much it meant to their students.

There was a wonderful woman who ran a school on the North Side which was practically entirely black. She took me around to classroom after classroom and asked, "How many of you have ever gone to North Shore Country Day School for May Day?" And all these little hands would go up. But it was awful still. It was like asking, "How many of you have ever met the Sugar Plum Fairy?" It was just terrible! Even she was into the Lady Bountiful aspect. People felt very strongly that that wasn't good. The Polish children used to come out and do Polish dances. That was sort of fun because one of the ideas was a lot of dancing, you know, folk dancing. I think that Perry Smith thought of folk dancing, the English tradition, as the celebration of spring, all the historic business. Somehow it got out of hand. Certainly it didn't fit the time.

May Project

Another May event, which did fit the time was described in the 1967 *Annual Report*:

> . . . One effort made in this last year seems particularly pertinent to the last stages of secondary education. In January, the faculty asked the seniors [there were fifty-three] to begin to form their individual plans for freedom they would be given in the month of May. [There were four broad categories, Virginia Deane explained later: fine and performing arts, business and the professions, urban problems and academic inquiry.] The youngsters were told that at least half of the courses they were taking would be completed by May 1 and that they would be given the rest of the school year in which to spend half or more of their time on projects which they chose with the assistance of a tutor chosen from our faculty. Necessarily, some of them would continue with courses which led directly into college level studies in the same field, and those who were taking college level courses here at School in an effort to gain advanced placement would need to continue with these courses until Commencement. Others could find three-quarters or perhaps full-time for projects of their own choice and design.
>
> In the weeks between the first of February and the first of May, each senior chose a faculty tutor and refined his or her plan to a workable level. (This plan was soon named the May Project.) It was our hope that each senior would find this opportunity to design a part of his own education a valuable experience in independence and one in which he would learn to call upon the resources within the School as well as to reach beyond the immediate environment into the larger community. In fact, some did just this, reaching beyond the School into Chicago and as far afield as Appalachia and Denver.
>
> The variety and scope of these projects were exciting. There were students who devoted their time to painting, some who worked in advanced chemistry, and five of them produced an outstanding dance recital. A group put on Pirandello's *Henry IV* and, at the end of the performance,

invited the audience to take part in a forty-minute critique of the play. Some worked in the inner city with the Chicago Mayor's Committee for Youth Welfare and others with the Chicago Urban Project; two worked in radio and television, and one devoted her time to computers. Each student kept a journal which was discussed from time to time with the chosen tutor and, at the end of the project, wrote a critique of the experience. . . .

From a girl after a visit to the Juvenile Court: "The last case we heard concerned a seventeen year old girl (I could have sworn she was thirteen). She has a seven-month-old baby and had a miscarriage in April, both out of wedlock. She was living with her grandmother because her mother was in a mental institution. I guess she was charged with running away or something. This was the kind of thing I had read about but never really understood. Now I know it is true and it is tragic." (This student and one other senior girl continued their work in Headstart during the summer as Vista Associates. They received special awards at Chicago Vista ceremonies in August.)

In the words of the senior boy who spoke at Commencement: "The May Project this year enabled the senior to concentrate his efforts in a single field that interested him most. Many students were able to put theories developed in class into practice for the first time by working in depressed areas in the city; another group held seminars on reading they themselves chose as an extension of classroom learning. . ."

From a faculty point of view, the May Project was a logical extension of our conviction that our best efforts must be bent in the direction of the development of a free, independent and competent adult.

Laurie Lipman '70 remembers her zest for the idea:

May Project was great. You looked forward to it. I thought all year about what I was going to do. You see, I had participated in Urban Gateways, where I had been a camp counselor for two years. I knew one of the founders of the program and asked him to tie me up with a housing development along Martin Luther King Drive, that was supposed to cross all economic lines — part of the Model Cities Program and of the thinking that was coming out of the University of Chicago at that time.

I came and taught English in the public school there. I had fourth graders and wanted to help give the children words for things. I used tape recorders a lot and helped the children tell stories, to talk about things that happened. It was an interracial class. There was a little boy in the class who lived with a mother who was probably mentally ill, or something terrible had happened to her. They lived in a studio apartment, and he came in the same clothes every day, and he didn't talk and he didn't read. I helped him make something for Mother's Day — this was in May — and the next day he came in new clothes. It was the strangest thing. All the teachers were

talking about it. They couldn't figure out what happened. The teachers had all worked with him, giving him a lot of individual attention. I still have tapes from this class.

There was a boy who had hydrocephalus. His head was misshapen, and he was called the "big-headed boy." One of my techniques for story-telling was to go around the room and have someone start a story. Someone made fun of him, calling him the "big-headed boy." He came into the story, and we talked about it. I tried to give him words for what happens when you're handicapped. I pointed out how "You're still one of the smart boys in the class, aren't you?" Some of the kids that picked on him sometimes didn't get as good grades. I tried to point out things like that and give him words through story telling.

I remember playing these tapes for all my fellow seniors when we were showing senior projects. The drama teacher came up to me and said, "I didn't know you were doing that for senior project." I was also participating in" The Crucible," the role of Abigail. He thought *that* was my senior project. So there was a looseness to the program that wasn't good, a lack of direction. Clearly some seniors were taking a vacation and not doing much. Mr. Osberg [math 1965-78] was my adviser for my inner-cities project, and Mr. Newman [English and drama 1965-70] thought he was my adviser for participating in "The Crucible." And I was just doing that for fun at night. I was terribly hurt by Mr. Newman's comment. What did they think I was doing — wasting my time?

The teaching was my senior project. I worked very hard on it. I had to leave the house every morning by 7 a.m. to beat the traffic down to the south side. I would wait in my car in the parking lot because I was afraid to get out until the school opened. Then I'd wait by myself in the school for classes to start at 9:00. I would prepare during that time, but I was alone and afraid in this neighborhood.

I used to memorize my lines for "The Crucible" on my way down in the car. I used a tape recorder. I'd talk in the lines and then leave a space for mine. As I was mouthing my lines one morning, some man in the car in front of me thought I was flirting with him. I had a hard time losing him. Here I was, being good, and someone thought I was being bad. And I didn't know how to talk about that, even to my mother.

There was a lack of direction in those days, and I think it reflected the youth of the faculty and their effort to be free, to experiment with open education in a way they didn't understand, even though they had read about and had known structure from their own experience. Perhaps they were all working without it now as well. What's the balance between structure and lack of structure? Where does structure breed responsibility and where does it hinder people from moving on in their own direction? With the May Project, I certainly wouldn't have gotten much out of one

> week, but one month was too long. It dragged on and on, and our class fell apart before graduation. People who would have done things together, didn't. Social cruelties became more cruel.

So the May Project was a wonderful idea which did not survive for several reasons. Faculty members, looking back on it later, admitted that it was too difficult to monitor closely. Less than conscientious students would "blow it off." The timing — at the end of senior year — was unfortunate, because it separated the seniors at precisely the time when it was important for them to be together. It also upset the spring athletic program. However, because of the validity of learning taking place outside of the classroom, the basic idea reappeared in 1976 when Interim Week was initiated.

Additional attempts were made to experiment with the use of time in the learning process. In 1965-66 the experiment was the Module System.

The Module System

Jean Talley, who handled the scheduling of classes from 1939 until 1982, — and, in fact, went into hibernation for several days each year in order to work out the schedule — shuddered when she remembered the time the School experimented with the module system. The 1966 *Annual Report* described what they hoped to achieve:

> A reorganization of the upper school schedule into what is known as a module system has resulted in somewhat more flexibility in class timing and length. This schedule is built on twenty-minute modules which may be combined in a variety of patterns — the variety providing a delightful flexibility important to creative teaching. Some classes, especially those for ninth and tenth grades, still meet five times a week, but others make full use of the freedom inherent in the schedule. For instance, senior English meets once a week as a whole course for forty minutes, once a week in the three sections for sixty minutes. Beginning language classes have an extra twenty minute period for oral work once or twice a week, and we are testing the proposition that beginning language students would learn more rapidly if they meet twice a day, five days a week for twenty minute periods. It will be a while before we know how to make the best of this opportunity, but its promise is great.

The first year the module system was tried, Steven Ober who was teaching upper school math [1960-70] offered to help Jean Talley deal with the mathematical complexities of module scheduling by introducing her to the computer. In those days computers were immense; only large companies could afford them. Mr. Ober and Mrs. Talley went to downtown Chicago at night, after work hours when the machine was available. Mrs. Talley remembered their feeding the information into the computer and then — poof! — the works blew up. That was the end of computer aid for the sixties. Jean went back to hand-scheduling; Steve went back to his math classes. And the module system didn't last more than a couple of years; it had some real problems besides the scheduling complexity.

Sex Education

In spite of the fact that Perry Dunlap Smith had taken personal responsibility for sex education from the beginning of the School, by 1966 growing concern of the school community brought about a committee of twenty-six parents with members of the faculty and consultants. They met for four consecutive Wednesday nights in May of that year and presented their report in the fall when the school year began. Granting the need for reproductive information, they were more concerned with attitudes than facts. The 1967 *Annual Report* related that:

> As the year ended, we found grounds for confidence that discussions, films and the generous efforts of a doctor who came to talk with older students had set us well on the way toward a better program of Sex Education. At the same time, we found that our need to extend the meaning of this term brought us to a conclusion that we should make an effort to offer our children an intellectual appreciation and understanding of the family as a unit of society.

Year of the Big Snow

The year of 1967 was not only the year of sex education but also the year of the big snow. From the 1967 *Annual Bulletin*:

> Apparently, we were the only school in the Chicago area to open after the big snow on January 27. Classes were impossible, but the twenty-six students and fourteen teachers who arrived were allowed to inscribe their names on Ginnie Deane's parody of Shakespeare's *Henry V's* St. Crispin's Day Speech:
>
> > This North Shore story shall a good man teach his son
> > And January 27 shall ne'er go by
> > From this day until the ending of the world
> > But we in it shall be remembered —
> > We few, we happy few, we band of brothers
> > For he to-day that trods the snow with us shall be my brother.

Enrollment

During the decade of the sixties the enrollment continued to rise. For the first time in the history of the School the census topped 400. In 1961 it was 426, 202 girls and 224 boys. By the year 1962-63, the School welcomed 454 students (233 boys, 221 girls), ninety-nine of whom were children of alumni. The business office had a file with seventy social security numbers indicating the size of full and part-time faculty and staff. In the fall of 1963-64 the enrollment surged to 468 students. In 1964-65 there were 457 students (235 boys and 222 girls) with fifty teachers. September of 1965 welcomed 468 students, "which fully tested even our enlarged facilities." The enrollment would never again be as high, at least not through 1990.

Faculty Changes

As the years of the sixties passed, Nat French bid good-bye to various faculty members because of death, retirement or moving on to other places. How does one thank another for his or her life? This is the dilemma French faced.

From the 1963 *Annual Report*:

> . . . Lewis A. Taylor came to the School in 1925 and completed thirty-eight years of dedicated service to his students in June 1963. He has been and he remains a man of intense convictions. One does not thank a man for his life, but we do honor his service with congratulations and respect, and we accept his retirement with regret.

From the 1964 *Annual Report*:

> . . . Michael St. Anthony Post, head of the English Department and Dean of Boys, died of cancer just as school was beginning in September. He left an indelible mark on his students, on his colleagues, and on the institution. He loved teaching as he loved life itself, and he brought to his classes an infectious joy in literature. As a spontaneous expression of respect and gratitude, his students established the Michael St. Anthony Post Memorial Library Fund to which people have contributed both books and money to be held as a permanent endowment.
>
> Dr. Karla Landau joined the faculty thirty-two years ago and retired in June, still vibrant, still vital, still caring deeply about a better world, still intolerant of shoddy thinking and pretension. We have all enjoyed her water pistols, and we will miss her intellectual energy in all our councils. Colleges have long recognized the preparation she gave her students, and she deserves much credit for their success. In this last year one received Bryn Mawr's highest prize in German and another won a book collector's prize given at Williams College for a collection of the work of Bertolt Brecht which he began while studying with Dr. Landau.

In the 1966 *Annual Report* Nat French discussed the nature of faculty changes:

> It is always hard to know whether the institution attracts its people or, in fact, the people are the institution. This quandary does not cast any doubt on the crucial contribution of those men and women who are the heart of a school. It does have some bearing on the school's ability to attract new teachers to fill the places of those who go on to other fields.
>
> A count of faculty changes which summarizes the last seven years shows that fifty-six teachers have gone on. Seven retired or died; eleven ladies became pregnant; ten left at the School's advice; seven moved on because their husbands accepted jobs in other areas; sixteen, for graduate school or for other occupations; three, to accept professional advancement offered by

other institutions, and two were here on temporary visas from other lands. The annual change in faculty is eighteen percent, slightly below normal turnover in independent schools.

In each of the last few years we have received over one hundred fifty letters and calls from men and women who seek teaching positions in our School. . .

French discontinued saying good-bye to retiring faculty members in the *Annual Bulletin*. A substantial number of teachers left during the remaining part of the decade with no public comment.

Perry Dunlap Smith Dies

The school community experienced a severe loss on February 4, 1967, the day Perry Dunlap Smith suffered a mortal heart attack. After his retirement as headmaster in 1954, he had continued to reside in Winnetka and served as a professor of education at Roosevelt University in Chicago. His grandson, David Ingersoll '67, just sixteen years old at the time of his grandfather's death, recalled twenty years later how grief-stricken he was. Although he was living with his grandparents, he was just beginning to know his grandfather. As an adult David remembered:

. . . I found him when he died. He had had a stroke not too long before his death that had caused some changes limiting his physical abilities. I found him slumped on my car with a light covering of snowflakes on him. He was wearing a blue cloth coat and hat and had been fixing the clasp on the garage door. I remember it required constant attention and, though he was certainly instructed to limit physical activity, he felt it needed attention. His death was described [at his memorial] as though a light were turned off. I was glad for that. The number of people who attended his memorial service amazed me. My grandmother spent over a year writing to those who had shared their thought of sympathy.

I remember that he worked with a student at the school, John Ott ['27]. This was before my time, but I heard stories about Mr. Ott who did some of the first time-lapse photography, the kind you see in Disney films when a flower blooms in two minutes.

Grandpa also loved Dickens, Kipling, and others. He read the Christmas story out loud to the school for many years. He loved the holidays. Our house was a temporary museum of lead figurines skating every December. His favorite gift was marzipan candies and chocolate. Even with a sweet tooth rivaled by a grown bear, he had the discipline to stay in shape. He thought this was important and told me many times that if you feel you can't live without something — give it up for a week. I learned a lot from his self-discipline.

He also read aloud to us as a family. I'll never forget the books *Water Babies* and *The Little Sweep*. He also had a love of architecture and art. We went to the Art Institute often, and I never understood Greek and Roman style pillars! He loved to create himself. He made box kites out of silk with my sister Carla. He made some very neat models of Dickensian style coaches and buildings.

He also had a love of whaling. I read a number of his books on the topic. I think he may have been the captain of a whaling ship if he had been born earlier.

He did a lot to keep things going around the house. I learned how to putty windows, replace sash cords, fix light switches, etc. from him. We raked leaves (and burned them in those days), mowed the lawn, clipped hedges together. Perhaps that's where I learned the few pieces of philosophy that have meant so much to me over the years.

. . . [H]e was a very real man who made mistakes, had fears, and argued with his wife. He made a mark on my life and many others. My only regret is that I wish I had loved him more when I had the chance.

The memorial service was held on the late afternoon of February 7, 1967 in the auditorium of the School as the winter sun was receding. The Sangerbund sang under the direction of Vin Allison. Paul Loomis '56, who had sung leads in the school operas and been a starter on the basketball team back in the mid-50s, returned to the School on this occasion to be soloist. James Darrow '67, a senior that year, had the honor or reading the Twenty-Third Psalm. Three major speakers were Nathaniel French, the present headmaster; William Cornog, superintendent of the New Trier High Schools of Winnetka and Northfield; and Lynn Williams, class of '25. French reminded those who had gathered to celebrate the life of Perry Smith how he seized every opportunity to teach, even the humorous situations and words from Gilbert and Sullivan or a passage from Dickens or from his greatly loved mentor Francis Parker. French ended his eulogy by saying:

One finds in Perry Smith much of Francis Parker. It is characteristic of Mr. Smith that he should have paid his respects to Parker throughout his many years of teaching at The North Shore Country Day School and at Roosevelt University. It is also true that those of us who have been his students found in him all of Francis Parker and something more — something that has to do with a humane and gentle humor, something that has to do with a humility which has denied him the embarrassment of disciples (for they would have embarrassed him) but earned for him the undying professional and personal gratitude of a multitude of men and women.

Cornog of the New Trier system acknowledged Smith's admiration for the philosopher Alfred North Whitehead by sharing with the mourners a number of favorite quotations from Whitehead's book *The Aims of Education*.

Lynn Williams '25, a high school student during the twenties, shared his memories of Mr. Smith in those early days: leading the singing in Morning Ex before there was a music director, suiting up to scrimmage with the boys on the athletic field because there were not enough students for a football team, leading the students out of the classrooms on that first dig day to clean up the campus, helping coach the Gilbert and Sullivan operas simply because he loved them, and inspiring his students by reading passages from the Bible "without a Sunday voice." Williams summed up his memories:

> He asked that each of us ask ourselves again and again, "Who am I?" For him there was no standard model of a child or of a man. Each was to make and to be his own model. He sought to impose nothing on us, not even freedom. But we knew this was what he wanted for us.

Nat French Says Good-Bye

Within a year of Smith's death, French himself was saying good-bye. It was a somewhat abrupt leave-taking. There was none of the long period of transition that went on at the time of Smith's retirement. In the 1968 *Annual Bulletin*, French reflected, "In writing this *Annual Report*, my last, I have decided to focus my comments on the School as a community. . ." There was no further reference to his leaving, no comment on what was to come or what his hopes were for the future of himself or of the School. At the end of that school year, he went back to New England, where he had come from originally, and there he became a professor of education at the University of Massachusetts.

It was apparent, however, from the focus of his last *Annual Report* that French was concerned with leaving behind him a deep sense of the value of traditions in forming the life of a community. In the top drawer of his desk for years he had kept the following quotation from Stravinsky:

> Far from implying the repetition of what has been, tradition presupposes the reality of what endures. It appears as an heirloom, the heritage that one receives on condition of making it bear fruit before passing it on to one's descendants.

Creativity and individuality are nourished by strong personal relationships within the context of a community, an idea that had been recognized and valued from the beginning of the School. In the 1968 *Annual Report*, French reinforced this value:

> While each of these three divisions exists for good reasons, our School has been very nearly unique in its devotion to the proposition that a child's search for his proper place in the world will be enhanced through intimate personal relationships with those who are younger and those who are older. Perhaps nothing exemplifies this better than the fact that nineteen of the senior boys volunteered this year to give two periods or more per week to the tutoring of younger children in the School.

French departed from a school community which had developed a strong sense of service. This may or may not have been due to his influence, but he certainly recognized its importance.

The Search Begins

With the loss of both the founding head and the succeeding head in quick succession, the School was left a serious leadership vacuum. The search and screen committee was promptly set up with Francis Stanton '27 as chairman, unusually well-qualified because of his long-standing relation to the School, in the past as an alumnus and in the present as a school parent.

A statement of guidelines for the search was put together by the committee and published in the form of a spiral booklet. The vision of the School articulated in the booklet was as follows:

> North Shore should offer a superior education to help, in general, the above average I.Q. children develop minds that are able to absorb, evaluate, and then draw their own conclusions. The desirable end result: a responsible individual in our society.

According to the guidelines, the headmaster should be respected in academic circles, both to attract and hold excellent faculty as well as to be recognized by and have rapport with colleges. An additional and increasingly important qualification was administrative ability, a willingness to view the School as a business as well as an educational institution and to pay attention to fund-raising.

Stanton also outlined six specific tasks which he held out as goals for the school:

1. Educating in the basic skills of reading, writing and arithmetic in the best possible way.

2. Innovation in teaching techniques.

3. Providing special courses for children with special problems, e.g., the reading program.

4. Providing special tutorial and/or academic counseling for students with academic problems, including advanced work for the gifted.

5. Finding ways of helping students integrate academic knowledge with experiences which will lead to a more meaningful life after graduation.

6. Instilling a strong sense of self-discipline. (In Stanton's view this was the weakest area.)

The Board of Directors and faculty executive committee, recalling the search process fourteen years prior, realized the importance of selecting a new head from within the school community, someone who was intimately acquainted with the school philosophy and values.

The unanimous choice was George Eldredge, a 1941 alumnus and faculty member. He had come to the upper school a rather reluctant freshman in 1937 on a Skokie scholarship, wondering what was he doing here when all his friends were going to New Trier. By the end of his first year, however, he knew what he was doing here and threw himself into school life with great zest. He earned his bachelor's degree at Northwestern, his masters in teaching at the Graduate Teachers College of Winnetka and taught several years at the Pembroke Country Day School in Kansas City, Missouri. In 1949 he returned to North Shore and was duly initiated by serving two years as a Leicester Hall master during its dormitory period. A specialist in teaching math at the middle school level, he led the movement for the use of Cuisenaire Rods for instruction in the lower grades. By 1957 he was head of lower and middle schools.

Because Eldredge's first love was teaching, he was not at all eager to take on the headmastership. In deference to his reluctance, he was named temporary head in 1968-69 but was prevailed upon to become permanent head in 1969.

Eldredge came to the helm at the height of the student protest movement. Long hair, jeans, sit-ins, rock concerts, Vietnam protests, the youth counterculture, all pointed to a very different type of student. And these changes, in turn, were bound to affect the philosophy of the School as it neared the end of the sixties and moved into the seventies.

George Eldredge was the third headmaster from 1968-1973.

THE SEVENTIES: Student Involvement

In response to the changes in the style of life and in the
cultural and social values of the youngsters we teach,
the School has sponsored a shift in the
parent-teacher-student triangle — from authority to reasonableness;
from announcing policy to working out policy together;
from functioning as professionals with the sole authority to create curriculum
to enlisting student support in this effort;
and from presenting a single English IV to offering the course
in nine different sections, of which any student may choose three.
Schools, perhaps more than any institutions in the country,
must integrate and organize the disparities which exist in society
in order to make progress and succeed in their task.
Student involvement in planning and execution
has been an important part of our efforts in these directions,
while we maintain a stable environment
sufficiently ordered that the student may
measure his growth toward adulthood.

George Eldredge

George Eldredge was headmaster when he wrote this statement for the March 1970 *A Report from The Headmaster*. Although referring back to activities which had taken place in 1968 and 1969, he was speaking to a new era, the decade of the seventies. He described the tutorial program, which had intensified during the preceding year and which, twenty years later (in the late eighties), would be heralded by educational reformers as the innovation of the future. In 1968-69, Eldredge and his faculty were promoting:

> . . . opportunities for students of widely different ages to work together. A share of these experiences came about as a result of the tutorial program, which allows high schoolers to help lower or middle school children in academic difficulty or to work with others who might benefit by extra attention or an opportunity to explore a field of interest. The benefit to the younger child is obvious, that to the older one, is sometimes overlooked. Said a tenth grade boy, "You can't be their friend, even though that's what you'd like most — because you're part of what they are investigating and testing." Said an eleventh grader of his experience working with a first grader, "It's difficult to tell a kid how to fold a piece of paper three ways. Knowing how it's done is a long way from being able to communicate it. Following directions is a 'teacher idea.'"
>
> Respect for the problems of teaching, insight into the problems of learning, and recognition of the capabilities of children were each developed in the course of experiences in biology. Last spring [1968], lower schoolers became intrigued with the workings of the starfish. How did he breathe?

> How did he move? How did he eat? Their observation of a dried-up specimen provided poor answers. Happily, a group of sophomore girls was dissecting starfish and crayfish at this time, and an opportunity was provided for them to bring their work to the lower school. Each pair of lab partners had two or three children under its tutelage, and over an hour was spent examining the workings of these creatures. There were occasional squeals, held noses, and comments such as "Gross!" The sophomores returned to the high school limp and impressed. Said one, as she met the fresh air outside, "I didn't know anyone could ask so many questions!" One wonders who learned more: she or the lower schooler?
>
> In a variety of ways, student initiative found positive expression. Last year saw the culmination of the efforts of a few boys in the eleventh grade, who, as seventh graders, had come to the high school physics lab to "look at" the apparatus. As eighth graders, they made a tentative beginning in using some of the equipment. As freshmen, they specialized in the repair of radios, TV sets, intercoms and so forth. As sophomores, the boys became interested in amateur radio and eventually were able to earn their licenses and, as juniors, nearly all were radio "hams," operating their own station in the high school basement. They communicated by both voice and code with other hams near and far away.

Laurie Lipman '70 remembers initiating the tutoring program when she was in the Girls' Project Association. She recalls:

> Some of the people who signed up to do it were not very good students. I said to him, "Mr. Eldredge, who's going to understand math better? Someone it comes easily to — that person can't imagine what I don't see — or the one who has problems with it?" I didn't realize that I won that argument with him until he said so at his talk at our Girls' Project Association at the end of the year.

Laurie realized that not only did the School provide an opportunity to try an experiment like the tutoring program, but it helped the students realize their successes even then as high school students. She looks back now and can talk about ways in which the teachers elicited success from their students:

> That was one of the strengths of Barbara Foote [English 1966-70]. When you wrote something creative and good, she would read it to the class and say, "Now, this is the beginning of literature. You start writing. Start it, go ahead." Paul Krajovic [English 1967-74] did get us to start writing journals. He'd make us sit for twenty minutes, and we'd sit there and think, "What should I write?" And, finally, we'd write something, and he'd say, "That's fine. Just write." And Ernie Porps [art 1966-70] gave me a little book at the end of my freshman year in high school and said, "Now you draw this summer, just draw. I don't care what you draw. Just do it." And so, these "Just do it!" statements. . . .

When I came to senior year and was studying *Hamlet* with Frank Wallace [English 1963-84], the "To be or not to be" speech of Hamlet, and I kept thinking, "To be or not to be?" Why is this a question? Finally, I had an "aha!" experience because the "just do it" versus indecision became clear, and I realized that the demonstration of the School helped teach me. I remember thinking, no wonder Hamlet doesn't understand to be or not to be; he is so busy not doing anything that he has nothing to judge himself by. And then Frank Wallace said, "That's existentialism! That's what it is." And I said, "Oh, that's what it is!"

You see, these ism's were foreign to me. I didn't understand what they could possibly be. Some of the more sophisticated students understood these words. And I didn't understand what they were. Well, finally, I was made to see that I understood by my experience. And that's an outstanding point about this School: it taught by doing. It occurred in the classroom. It occurred by demonstration of the teachers. And it occurred by doing on every level.

Traditions

Teaching and learning by doing — if sometimes not the original intent — was certainly the result of each of the traditions of the School. Eldredge reflected, ten years after his tenure as headmaster, on the traditions and what they meant to the school community in an interview with Lorenz Aggens:

Traditions seem . . . important because they represent roots. From them can spring a sense of identity with something outside of yourself — family, school, church, country. Without that kind of identity. . . I think that we can become pretty darn lonely. . . .

Certainly some of the things that are thought of as traditions, like the example of the kindergartners sitting on the seniors' laps, were never established for any value other than geographic. As I recall, the school got so large that we finally could not put everyone into the auditorium at one time; the solution arrived at was to double up the seniors and the kindergartners. On top of that mechanic was the idea of the youngest kids and the oldest kids being together, and I suppose that idea made the mechanic reasonably palatable. But it probably would not have come into existence if we had not run out of seats.

Chorus

There were students who objected violently to the idea of the whole-School chorus, and I remember (probably when I was a sophomore [circa 1938]) that there was a crew of girls who sat on the right-hand side of the auditorium who took great delight in inserting into whatever the music was that we were singing some very modern beat (probably boogie-woogie).

They did it with such style and stealth, that the rest of the chorus was really very amused by it, while the director was absolutely furious — because he could not identify the perpetrators. Obligatory chorus had that kind of negative to it, and yet, whenever we completed something, like an opera, and had reached the point of the final performance, there was always a tremendous let-down, because it was then over. It had been a lot of work, but it had been a lot of fun.

Opera

[Without the experience of chorus], the kind of thing that Vin Allison [music director 1952-86] did for the alumni [in the winter of 1980], when everyone came back and sang through a flock of Gilbert and Sullivan choruses and some "leads" returned to do their bit on stage [would not have worked]. Had North Shore NOT done Gilbert and Sullivan for all those years, there would be no way that such a diverse audience could ever have been pulled together for such a participatory event.

It used to be that virtually every high schooler was on stage for opera. Again, when the School got so large that you could not move all of those people around the stage, the mechanics really did interfere with the continuation of that whole School effort, and, rather than drop opera and go to a series of other kinds of things, the experience was modified so that kids of different ages and inclination did different things. This meant that maybe only fifty percent of the high schoolers would get on stage. But the effort was made to get everybody involved in some kind of direct contribution to opera.

May Day

Circumstances change, and there are traditions that need at least to be modified, if not eliminated. I recall the custom that we used to have of inviting settlement kids out to the school for May Day. That became, in time, a negative thing. . . . It had a very unpleasant flavor to it — particularly as the faculty and students became more aware of the kind of poverty that exists in the city, its unfairness, and the feeling of guilt that developed about our own affluence.

Christmas Programs

Another kind of tradition disappeared when I am not convinced it really should have. For a long period of time, different classes had very specific responsibilities for establishing programs of one sort or another. The art department's Christmas Tableaux, and the freshmen class Christmas play come to mind. I would argue that the continuation of the tradition of these responsibilities is very much to the point. The changes that were wrought were justified on the theory that continuing the tradition was simply too expensive in terms of the curriculum — that to take class time to produce

that special program meant that you did not have class time to accomplish what you had set up as a teacher or department to accomplish. The tradition died because the course work became more important.

Morning Ex

It seems to me that we too easily become convinced that learning how to factor a trinomial is more important than getting up on the stage to illustrate the difference between scalene and equilateral triangles. The whole process of putting together the special program or the quickie Morning Ex appeals to me as being as educational as anything else. The Morning Ex has made it possible for many people to speak before a group who would never have had the guts to do it otherwise.

Doctor's Line

The "Doctor's Line" in the lower school every morning no longer takes place. I remember that when Nat [French] and I used to do it, and then when I used to do it with [Dr.] Herb Philipsborn, there always was a degree of grumbling about the time that went into it. When I became headmaster, the lower school faculty was absolutely delighted because this meant that they no longer had to take their kids out of the classroom, down to the lower school office for Doctor's Line. We [the doctor and the headmaster] went to the classrooms. Now, this was a savings in the classroom, I suppose, of maybe five minutes. And I would defy you to try to describe that five-minute loss as a heavy one. And I think something could be said very positively for the whole lower school to be gathering and going through the doctor's line together — another little chunk of the community idea. But when I left North Shore the line finally died. We had had Dr. Philipsborn, the school's physician and consultant, over there virtually every single morning of the school year. And for a guy with his kind of practice and responsibility at the hospital, this was an unbelievable contribution of time.

From my standpoint as head of the middle and lower schools and as headmaster, the Doctor's Line was a magnificent way to begin the day. It was very valuable to me as a device that permitted me to have some kind of regular contact with the kids. I'm sure that the kids enjoyed it, too. As a matter of fact, that kind of contact permitted a kind of rapport to develop between me and little kids that could not have existed without it. I remember with great glee sitting down in the auditorium, off to the side, before starting Morning Ex, and sort of scrunching down in front of a lower school kid. This must have put my [bald] head at least on a level with his — perhaps even a bit lower, because he comments: "Oh! You have skin on top of your hair!" I suppose that a kid could have made that kind of comment without his having been in a Doctor's Line, but certainly the Doctor's Line made it easier for him to be that natural with the headmaster.

Changing Times

But no tradition was sacred as far as the students of the seventies were concerned. They questioned everything. "Relevance" was the key word. Tension regarding the validity of many of the traditions developed between those students and faculty relatively new to the School and those who had been with the School for many years. The changing times brought different ideas, and, with the increase of newer and younger faculty and their challenges of established patterns, many of the school traditions were dropped (the Doctor's Line in the lower school, May Day, the Christmas play) — or altered (a reduction of Morning Ex from five days a week to three and reduced participation in the opera).

Compulsory chorus was challenged more than once. Laurie Lipman '70 remembers:

> In the years of protest, I think there was some dissension among the faculty as to what the role of protest was. It was being discussed then and experimented with by people both outside of the campus as well as on. One of the boys led a strike here against compulsory chorus for everyone in high school. At chorus time he sat outside the Art Center, and one-by-one a lot of the guys sat down with him. And you thought, Gee, should you sit with him and show your support for his right to speak? Should you go to chorus out of respect? Should you go to chorus because you love it? I loved it. Did it have to be discussed this way? Did it have to come to a protest to be challenged?
>
> Well, Mr. Allison laid down the law, and everyone had to go to chorus, and there were penalties to be paid for having participated in the protest and for missing chorus. He kicked people out of chorus regularly, but they always had to come back in. It was compulsory. [Bruce Blair '69 used to notch his chair for everyone kicked out of chorus.] There was debate about things like that. But Vin Allison was respected because we knew what his limits were. And the boys tested them for sure with the chorus issue, but I don't think anyone ever lost respect for him.

Social Awareness

Learning by doing was foremost in all activities. It was under George Eldredge's auspices that students in the class of 1970 were allowed to attend the Chicago Eight Trial and to participate in protest demonstrations. Laurie Lipman '70 remembers the decisions which these situations demanded of the students:

> The first march that everyone was encouraged to participate in, a lot of people simply took off and went to the beach from my class. I remember hearing about that and going to school that day and getting a lecture from my history teacher on how a lot of people were taking the day off to do such and such of social whatever, and I remember sitting there silently

thinking, here Chris and Susan and I — good students — were getting a lecture about how we weren't participating in social this and social that. Did he know that everyone was at the beach? It was a warm day in September, and since I knew that was going on and didn't have a car, I wasn't going to be at the mercy of getting stuck at the beach. I'm not sure what the other girls' reasons were. But we felt horrible. We walked out of that class practically in tears, getting the lecture from a teacher we liked so much, who had introduced us to so many ideas, but I didn't know how to say to him, we don't deserve this.

When the next march came along, you had to petition to get permission to go. I went to this one because I felt I had missed out on the first one and had gotten a stern lecture. But no one else went. And when I got back to school, everyone said, "Oh, they want a note from you." I thought, "Oh, no, what did I do wrong?" I was trying to do the right thing. But I brought in my note, and all was well.

There were a lot of discrepancies in these times. What was public and what was private . . . what was acceptable and what was unacceptable . . . all of this was changing. A female classmate tried to wear pants to school our senior year. She got sent home. Another girl got sent home for wearing a mini-skirt that was too short. This was 1970. We still wore stockings; we still wore bras. I once wore a tie to school. Finally, I think, by the end of senior year, the senior girls were allowed to wear pants to school, like it was a big deal. It was a self-conscious thing you did. It made a statement.

I remember wearing the tie to school in sophomore year. Someone else had tried to wear pants to school that year because I had worn the tie in response to this girl wearing pants and failing. I had a nice baby-blue skirt. My mother had been in school in England and had this tie. She said, "Why don't you wear this tie with that skirt?" So I did. And Ginny told me how appalling it was, and Skip told me how appalling it was — all these people I liked. So I never wore a tie again, and I was mortified by the experience. I do remember by the spring of senior year a lot of the girls wore bell-bottomed jeans, but it was still something you weren't supposed to do.

Amidst the persistent and challenging questions of the old ways, new ways of teaching and learning continued to be explored. Engaging in service programs in Chicago, experimenting with the May Project, tutoring younger children in the lower and middle schools, all proved that learning did not have to take place in the classroom. But the ultimate expression of the conviction appeared in 1970-71: a year-long, round-the-world trip.

The International Journey of 1970

Virginia Deane was called shortly after she left the faculty in 1969 by several of her colleagues and asked how she would like to teach on the Trans-Asian Highway.

"You're out of your mind!" she responded. But for someone imbued with the progressive spirit and perspective, this was the opportunity to test to the ultimate the ideal of experiential learning — by making a year-long, round-the-world journey with three colleagues and eighteen young adults just barely out of high school.

The decision to combine an academic program with an international trip was not an official program of the School, but it did exemplify the kind of teaching and learning that was part of the vision of Perry Dunlap Smith. The four teachers — Virginia Deane [history and English 1946-69], Frank Wallace [English 1963-74], Bill Kelly [history 1968-70] and David Newman [English and drama 1966-70] — put together the syllabus and sent it out to people they knew in education; they all had connections in other schools. Their skills and background made them particularly capable of planning this kind of expedition. Virginia Deane had spent considerable time in Cambridge, England, and knew her way around Great Britain. Bill Kelly had lived and traveled for seven years in Europe. David Newman, the son of medical missionaries, grew up in China and Africa.

The four agreed not to take any present high school students from North Shore but only those who had graduated. Some student applicants decided to make the trip during the year between high school and college; others were already in college and wanted to take a year off.

Virginia Deane described the experience:

> We got a lot of good feed-back, particularly from prestigious colleges with which Frank [Wallace] and I had both worked as admissions counselors. They were very supportive. We decided we would need twenty kids in order to finance it. But then we said, well, if we get eighteen we'll go with it. Somewhat to our amazement, we got eighteen by the end of May and they came. . . . Let's see. I can't count them up now . . . a third of them probably came from associations with The North Shore Country Day School in one way or another. The rest came from all over the country.
>
> Joe Nold, who had taught in middle school [1959-64], and his wife [Andrea, first grade 1959-60] — wonderful people — had left here to go and run the Colorado Outward Bound Program. Joe decided, as an experiment, why didn't we take our group and go through the Colorado Outward Bound as an intergenerational group and tie the Outward Bound to our bigger project? So, we all did the twenty-eight-day course in Colorado. The faculty went out two or three days ahead of time to get some training so that we'd be partially helpful to the staff.
>
> We gave the kids the option after Colorado of dropping out. We weren't using it as a screening device; we just said we've got to get to know each other quickly, to find out where the weaknesses are, where the strengths are. And a lot of those things came through. One girl on the trip began to look weaker and weaker as we went through the Colorado program, and we

advised her to leave and she did. Meanwhile, we picked up the cousin of one of the kids in the program who hadn't had time to apply earlier than August, and even though we hadn't had him in the Outward Bound, we took him. So we sailed from New York at the end of August and went to Great Britain.

All through the year we had been developing every contact we could possibly think of. And I often think if David Newman's parents hadn't been missionaries, we couldn't have pulled the trip off. They knew Presbyterians in every country there was. And we used that. Things kept falling in our lap. Somebody had dinner with the head of the Indian Ministry of Education. Then suddenly doors began to open up.

We spent six weeks in Great Britain. We had a professor from the University of North Wales who was an expert on Roman antiquities and archeology. I think we visited every major Roman site from one end of Great Britain to the other. We had more Roman history than we needed, and we pulled in a lot of the pre-historic sites too. We had four Land-Rovers. The fee was set so that the kids' payment covered our basic expenses and the Land-Rovers.

We didn't stay together all the way through Great Britain, but we were together for a bit. Then one group went off to do some hiking in Scotland, and the rest of us did more archeology. We all got together and went to the Orkneys [Islands] for three or four days for rehabilitation.

Then we split up, and half went to the Low Countries, Germany and then into Russia, and then out through Iron Curtain countries and eventually to northern Italy.

My group, with David Newman, went through France, Spain and into North Africa and across to Tunisia and then back up to northern Italy. We had decided we wanted to spend Christmas some place where we could be for quite a while and learn to know the place and have a sense of community before Christmas, and we decided that should be Florence, Italy.

So, after Thanksgiving at an Episcopal retreat in the wonderful wilderness of the Italian Alps where we skied, we went south to Florence where we spent about a month. Zee and Vin Allison [director of music 1952-86] were on sabbatical in Germany and came down to Florence, and we had a wonderful evening with them.

Then we all went to Greece. Somebody drove all the way through Yugoslavia and around. Some we even allowed to take a Land-Rover without a faculty member. How we ever allowed them to do that, I'll never know! They all turned up! Some went to Crete; some went to other places. Eventually we all gathered in Athens. And that was because we had to go all together across Turkey in winter.

We couldn't go through the Arab countries because we had Jewish kids with us. And straight across Turkey is nothing but snow and bandits. Southern Turkey, which is where we would have liked to to have gone, we couldn't go through because of the Arab countries to the East. So we went through north Turkey and down into Iran. We spent some time in Iran. Then we split again, and one group went all the way south and up the Indus Valley. I was determined to see Harrapa and Monhenjo Daro. Others went through Afghanistan and then south. We met in Pakistan, then into India together, into Daramsala, one of the hill stations in India, for a week of rest and recuperation. Then to Nepal, Katmandu. There we sold the Land-Rovers, somewhat illegally, I think, but we did it. Some kids went on a hike.

Two girls left at Katmandu and came home. They had been threatening to leave several times. We always said, if you want to go, go, but they never could quite bring themselves to do it till then.

Some of us went to Bangkok; some of us went to Rangoon. We all wound up in Hong Kong. In Hong Kong we got back to the western culture, all the electronic gadgets you could possibly ever buy, for the dollar was easily exchanged on the open market. Hamburger stands! Some kids very rightly said, "You know, I think it's better to go home than to stay." We were cultured out!

A number went home from Hong Kong. We had bought our tickets home before we left so that if anything happened we would still be able to get home.

So, they began to filter home. We are now in late May, early June. I felt I had to stay till the bitter end, so I went on to Japan where I again maintained a kind of hostel base for kids who wanted to go off on expeditions. I was in Japan for about two weeks. Finally, the boy we had allowed to go to Laos turned up in Tokyo, and I said, "All right, you're safe. I'm going home."

Bill Kelly was supposedly hiking with the rest of them in Hokkaido. I got home about the middle of June, and about three days later Bill called from California. (He got home too.) "Where was _____?" I said, "Don't ask me where _____ is. Wasn't she climbing with you?" "Well, yes, she was, but then she sort of went off."

So, for about two weeks nobody knew where _____ was! And I didn't know what to do about her family. (I had written everybody to say we miscalculated a little bit on money; here's the left-over bonus.) In response, I got a wonderful letter from the girl's mother saying, "Thank you so much. She's having the most wonderful time! She has found just the right place in Japan. She's going to stay for the year."

The expedition was more than a travelogue. We were often at university sites where somebody would tell us about the country or give us an orientation. We used the U.S. Office of Information. We often met with representatives in our cultural embassy and councils to talk about what was going on, the political situation.

We encouraged the youngsters to develop projects, particularly in the places where we stayed for a while. In Florence they worked on individual projects of one kind or another. Some took a painter or other artist; some took a section of the city; some took a piece of Florentine history. I gave some lectures on European history. David Newman gave some lectures on Florence. Frank Wallace talked about literature. Sometimes we read the same novel and then got together to talk about it.

We stayed in schools; we were the guests of the Ministry of Youth in Morocco, which was very interesting. We worked in a work camp in Turkey, planting trees and clearing a playground, with a Turkish youth group. At Sindia School in India, David and I and a group were there about a week. I taught some classes in English, and David put together parts of *Waiting for Godot* with some of our group and some of the Indian students.

What did our kids do all that time? They went to classes. At one point we stayed at Gordonstoun School in Scotland [where Joe Nold taught during the fifties]. I think two years later it went co-ed. We always said it was our influence. There we went to classes and talked with the faculty and exchanged experiences. In Teheran we stayed with a variety of families.

We had a doctor with us, a young female doctor . . . which was wonderful . . . because smallpox was breaking out and cholera and all kinds of other things in some places. . . . And every now and then we would come to a border that wouldn't accept the innoculations that we already had and they would want to inject us. She could do that as well as give us some gamma globulin up-date every now and then. Because she was a doctor, we were able to get cooperation from local doctors.

Would I ever do such a trip again? I feel very bad that we didn't do it again, or that we didn't somehow write it up so that somebody else could do it again. We were too tired. We were exhausted when we got back! Not so much physically; we were emotionally drained. It was much too much to do in ten months! We did open up a lot of contacts that would have been useful to other people, and it's terrible that they weren't solidified and used again.

Following the year's journey, Virginia Deane joined the faculty at St. Paul's School in Concord, New Hampshire. David Newman and Bill Kelly also left the North Shore faculty. Frank Wallace returned to North Shore and became assistant headmaster from 1971 until 1974 when he was appointed headmaster of Colorado Academy.

Buckminster Fuller Visits North Shore

Meanwhile, back on campus, an era of spring arts festivals came into being in 1971 and continued until mid-decade, much to the delight of everyone. But the high point was "Geodyssey," the ultimate Dionysian celebration in the spring of 1972 when Buckminster Fuller came to Winnetka and spent two days on campus. He was invited by the Focus Committee, a group of parents whose goal over the years was to bring individuals of unusual talent or expertise to the School to enrich the educational experience of their children. The expectation of his visit ignited the NSCDS community for the entire school year with creative ideas for projects. Lew Davis [middle school 1966-76; fourth grade 1976-81] and his middle school classes studied Fuller's Dymaxion Maps. A "Geodyssey Machine" was built in the lower school. The upper school students took on leadership roles for other projects several weeks ahead of the event and described in *The North Shore Country Days* (the successor of *Notes* and *The School Bell*):

> Jim Fraerman '74 and Adair Dammann '74 appeared before Morning Exercise on the day after vacation [spring break] to announce the "Grand Prize Winners" in the Geodyssey Sweepstakes. Presenting the surprised winners with badges, certificates, working budgets and a kiss from Miss Geodyssey, the . . . co-chairmen of the Festival launched the biggest student participation project in their planning for Geodyssey so far. The "Sweepstakes" winners were fourteen captains, each given a large project to complete by April 30, and to be unveiled that afternoon. Each captain was to select during the afternoon a team of workers to help him manage his project. Among the projects were a Geodyssey billboard which will go on the east side of Green Bay Road near the School, a giant musical instrument to be played during the Festival, and a large geodesic dome to house the coffeehouse. Three of the fourteen captains were chosen from the middle school and selected their crews from among other middle schoolers. Ted Kilgore '75, a high school freshman, was given the project of assembling a portfolio to be published for the Festival and which will contain drawings and stories by lower school children. In addition to this project, Ted is working with the third grade in making a display of kites for the Festival.
>
> First graders are among those contributing stories, riddles and abstract drawings to the Lower School Geodyssey Book. They are also working on creating figures from straws, tinkertoys and rig-a-jigs as well as some large size cardboard vehicles for travel.
>
> One of the high school work crews appointed last Monday is called the "Scroungers." This group, using The Yellow Pages, has called a number of manufacturers in the area to describe the project of Geodyssey and to ask for scrap materials out of which students might build environments, sculpture and playgrounds. The response has been quite rewarding, the most dramatic single event having been the fabrication and donation by

Precision Extrusions of Bensenville of all of the aluminum tubing for the dome which is to house the coffeehouse.

One aspect of the Festival will be the availability in the Activities Room of building materials with which children may work at random. A number of sets of giant tinkertoys, two 150-pound blocks of colored foam rubber shapes, numerous sizes and shapes of plastic and honeycomb cardboard are among the materials which will be available.

. . . The program each of the three days of Geodyssey will be divided into three parts: the mornings will consist of workshops in which students and adults work together; the afternoons will be comprised of performances open to the general public as well as to our students, and the evenings will feature some of the highlight guests and occasions of the Festival. On Sunday evening, Geodyssey will sponsor a performance by the North Shore Theater Company of *Fiddler on the Roof*. That performance, as well as Dr. Fuller's lecture on Tuesday night and the Dixieland performance [Art Hodes] Wednesday, are the primary basis for financial support of the Festival, and admission will be charged.

Fifteen years later, Frank Loennig [math & science 1970-79] remembered:

We took three days and we had a lot of different activities, including some far-out things like belly dancing and glass blowing. Some things were demonstrational, many were participational. Fuller's talk was in the gym. I think they sold 2,500 tickets to the community at large. The committee made a nice sum of money which they were going to use to attract others of reputation.

The kids built geodesic domes. One sat out on the campus for a while. Everybody was supposed to be involved in the process in some way. Some students really got behind it and did an incredible amount of work. Great kids! You really have to respect kids who are willing to do that.

Following Geodyssey, Frank Wallace recorded reactions to the experience — his own as well as those of the Arts Festival Committee — in the May 1972 issue of *North Shore Country Days*:

Buckminster Fuller was described by one senior boy to a teacher as "raw energy" — the stuff out of which enthusiasms, projects and intellection are made. One of the major accomplishments of Geodyssey seems to have been that the entire school, faculty and students, responded to the challenge to do "Fullerian" thinking and designing, and that everybody wanted to have something to say or show to this amazing man when he came. As it turned out, he was quite impressed by what he saw around him and by the questions which students asked him. He found the students good listeners, too — as with Dr. Fuller one must be.

We learned through the success of our thirty workshops that bringing in someone from the outside who is particularly talented provides a concrete focus for short-term projects and for the development of specific skills. Workshops in television, electronic music, enamelling, yoga, piano and film making will all have had lasting effect. A group of faculty and students is currently meeting each week to discover ways in which, in all of our areas of study, we might take advantage of visiting lecturers and artists.

"Since it's been so successful to have three mornings of apprentice workshops," observed one teacher, "why couldn't this be done throughout the year from week to week and from department to department?" The prospect is quite exciting, one which we will follow up in all three schools.

With the experience of Geodyssey, one is brought back to the realization that people learn through contact with interesting and inventive human beings — not by having rooms full of equipment at their disposal. Dr. Fuller worked with a few styrofoam balls on one occasion and a box of buiding sticks on another; his only other tool was his mind. I think he taught us all something with that example.

The Fuller Visiting Chair was established as a result of the enthusiasm and the extra money generated by Geodyssey under the auspices of the Focus Series Committee. This was one of the few committees of the School consisting of students, faculty and parents and under the leadership of a parent, Phyllis Handelman.

In the following years there was an attempt to bring in Isaac Asimov, but he politely refused the invitation, simply saying that he did not travel. Ray Bradbury was also an unattainable candidate. By the end of the decade the memory of the Fuller Chair was gone, but another somewhat similar program would come into existence during the eighties, The Harold H. Hines Jr. Visiting Fellowship.

India Arts Festival in May 1975

Under the auspices of the Focus Committee, an India Arts Festival was coordinated by parent, Phyllis Handelman, who had been so active with the Fuller Festival. Several Morning Ex's were held in preparation. Workshops planned in Indian art included traditional tie dye and batik, geometric designs on floor and wall with colored rice, weaving, puppet making, cooking, fashions and folk dance. "One point the committee is adament about," Mrs. Handelman made clear, "is there should be no festival without a visible sign of student interest and involvement." Apparently by this time, student interest was beginning to wane. As Frank Loennig pointed out, "The only way to succeed at a project like this was for students themselves to be willing to put out the time and effort." By the latter half of the decade, spring arts festivals were no longer part of the annual calendar.

Curriculum Enrichment

Following an evaluation of the curriculum during the 1972-73 school year, the upper school faculty decided to expand course offerings. Major emphasis was put on senior courses, all designed for a single trimester term. The *Country Days* described the selections of that year:

> In English, seniors may elect Poetry, Romantic Literature or Shakespeare. They may also choose writing workshops or courses in the writing of short stories or plays. In social studies they may select courses studying the American Constitution, Liberty and the Individual, Immigration, Tudor-Stuart England, Appalachian Studies or Psychology. Philosophy and a Survey of American Industry are also available. Term courses are also available in mathematics and the arts. For those who wish to continue a fourth or fifth year of French or to take a full year course in physics or chemistry, intensive two-term courses in those subjects are available which will cover the material equivalent to that which is usually done in a full school year.

A New Headmaster

In 1973 George Eldredge left North Shore. He desired to return to the classroom, and he did — at Roycemore School in Evanston.

A national search was conducted, and Douglas Macdonald, the first "outside" headmaster in the history of the School, was brought in from Germantown Friends School in Philadelphia where he had been head of the upper school. Dave Osberg [math 1965-78, head of upper school 1970-78] was on the selection committee. There were several promising candidates, but he recalls that ". . . almost everyone was impressed with Macdonald because he really listened and seemed to care about what you had to say."

A Princeton graduate and doctoral candidate at Temple University, Macdonald came with the kind of credentials expected by parents of the North Shore. He put great emphasis on independence both for teachers and students. He was committed to encouraging teachers to develop their own programs, to take advantage of their particular expertise. And he said in an interview with a *Winnetka Talk* reporter that "I've discovered that it's hard to get kids to learn independently because they've always been told what to do, what to study and what to learn." Macdonald was determined to encourage students to break out of what he perceived to be rigid expectations that came with affluence.

Frank Wallace, as assistant headmaster, provided continuity during Macdonald's first year. In addition to the headmastership, Macdonald also assumed the chairmanship of the English department until Sonia Fischer [1975-78] came in 1975. Macdonald, however, continued to teach English courses each year during his

tenure as headmaster. While at North Shore he completed his doctorate in education at Temple University.

Enrichment Workshops

During the 1972-73 school year, enrichment workshops were organized and taught both by faculty members and parents. All students of the middle and upper schools participated twice a week for forty-minute periods. Course selection included such offerings as French conversation, model building, musical ensembles, chess, volleyball, play writing, tennis, ping pong, bridge, etching and cabinet making. Students could also choose to help in the library, in the kindergarten or work in the lower school science room to take inventory and to help organize the equipment. Some of the more unusual courses included the Frank N. Stein Memorial Workshop, which was an anatomy workshop focusing on the dissection and comparison of the shark, perch, grass frog and pig embryo; Re-Creating Our Environment, which was an invitation to "people with ideas, skills in decorating and good imaginations" to "improve" the middle and upper school buildings; and Crocheting for Boys, which was taught by a man and open to boys only ("Down with female chauvinism!"). A ski cap was the first project.

That same year upper school science and math teacher Wayne Schroderus [1967-1980] set up a Teaching Lab for upper school students who were interested in working with children and observing how they learn. The students worked as teaching assistants in the lower school and visited schools in the area, such as the Ronald Knox School in Wilmette, where they learned about Montessori techniques of teaching.

Outdoor Education

In mid-November 1973, Wallace, who had become a master at field logistics during the 'round-the-world trip of 1970, helped plan an outdoor trip for the sophomores. He described some unusual aspects of the project in the *Country Days*:

> On November 15 the fifty boys and girls of the sophomore class will pack warm clothes, candy bars and some mountaineering equipment onto pack frames and become the second wave of Country Day pioneers to the Merry Farm of Gotham, Henk Newenhouse's [school parent] farm one hour west of Madison, Wisconsin. They will stay at the farm for four full days of carefully planned program. The program, modeled in part after the Outward Bound programs of Andover Academy, is modified to accomplish aims which Mr. Newenhouse and I have worked out since last spring. Primary of these is that the entire farm project should encourage initiative, inventiveness and work by the participating students. To this end, for example, the sophomores have been told that they must earn the money to cover the costs of their program and to support their building project.

> The four "patrols" (a term borrowed from Outward Bound) from the class have each set about the task of financing their project. The firm rule is that either individually or collectively they must earn the money; none may be asked of parents. Neither are the participants to buy equipment except from their own resources; thus the patrol leaders have started a project to pool equipment which may be shared or loaned.
>
> Five faculty members will accompany the sophomores. Douglas Macdonald [headmaster], Roger Shipley [shop, English, managing director of Diller St. Theater 1969-88], Martha Madigan [art, photography 1973-78], and Carol Shiner [French 1971-74] will each lead a patrol through the program. I will push the buttons, manipulate the strings, and be at the telephone.

School parents were encouraged to participate in two ways: by hiring students to do chores in their homes (they could simply call the school switchboard) and by loaning camping gear to the farm program.

In the January 1974 issue of *Country Days*, Kathy Button '76 described the experience from a sophomore's perspective:

> This year, November meant more than usual to the sophomore class. It meant packing up our long underwear, blue jeans, flannel shirts, scrounging up a mess kit, pack and a down sleeping bag. . . .
>
> Upon arrival, we unpacked the bus and each patrol set out for its campsite. The first afternoon and evening were given to carrying out supplies and setting up camp. . . . Afterwards we all united at the barn for a group discussion and dinner. Then we all went up to the "Pack-Rats" campsite for a huge bonfire beneath the clear November sky.
>
> To say the least, it was a valuable experience. Everyone learned something, whether it be how to cook spaghetti over an open fire, how to rapelle down a cliff, or just how to live with the people in your patrol. The air was cold and our hearts warm, and that's what made our trip a success.

Macdonald's Philosophy

Outdoor education became very important during the seventies, because of the strong interest and background of several of the young faculty members, particularly Wallace and Shipley, but also to a great extent because of Douglas Macdonald's personal commitment to its value. The May 1975 issue of *Country Days* presented Macdonald's philosophy for educating young people through outdoor education. The article was a prelude to a May trip for twelve students and three faculty members including himself. This trip reinforced the connection between North Shore and Outward Bound once again:

"Geodyssey" was the high point of 1972 when a group of parents brought Buckminster Fuller to the campus for two days.

With springtime exuberance, the 1973 student body bursts onto the field after a Morning Exercise.

Douglas Macdonald was the fourth headmaster from 1973-1979, the first headmaster chosen from "outside" of the School.

Right now some of us at school are getting ready to go on a May trip with the Minnesota Outward Bound School in Ely, Minnesota. There will be fifteen of us, three teachers and twelve students, and we'll be out in the woods for ten days canoeing, rock-climbing and generally coping. We're doing all the predictable things to get ready: buying new boots and breaking them in, hopefully in time; trying on last year's clothes, and running. The instructors have asked us to run one to two miles, several days a week for the past month. For some of us the running has been, speaking euphemistically, uncomfortable.

But that's just the beginning of our probable discomforts. It's bound to rain, probably a lot, maybe even snow, in mid-May in the Quetico. There will certainly be black flies, probably some woodticks, maybe even some early and adventurous mosquitoes and deer flies. The lakes and rivers will be very cold, the woods muddy, the cliffs and rope climbs scary. Some of the trip's purposes, and Outward Bound's as well, will be to help us learn to work together under adversity, to trust and respect each other more, to learn our own limits, and to bring all of this back to share with the rest of the School.

Somehow it's easier to understand this kind of "uncomfortable" in the midst of one of the last great wildernesses in this country; surrounded by beautiful hemlocks, pines, birches and velvet mosses; listening to loons, migrating warblers and thrushes, maybe even a distant wolf; most of us would sacrifice some of our "creature comforts" for the sake of some emotional, perhaps mystical, gain.

. . . We choose to be uncomfortable one way or another really to experience the woods and solitude as deeply and completely as possible.

But how often in our everyday suburban, school, working or family lives do we choose to be uncomfortable, or more precisely to do things or be in circumstances that make us uncomfortable? A list of the possibilities is endless. In school how often do we deliberately choose to read the really or reputedly difficult book, take the particularly hard math course, pick the teacher that is supposed to be more demanding? How often as students do we choose to do a really hard, scary paper on a complex topic, get immersed in a demanding independent project? Or how often conversely do we take easy ways out, find rationalizations for cutting corners and giving up?

It's easy to get preachy about the value of hard work, or about the good old days of the protestant work ethic. The other end of the spectrum, the workaholic or the sado-masochistic marine drill sergeant archetype, "work until you drop," "if it doesn't hurt it doesn't help," none of this guarantees us much more than coronaries and colitis. And the artificial anxieties of getting into the "right" college, the discomfort of striving to please teachers or parents with good grades, these too seem to be uncomfortable — often experienced — but not worth seeking for their own sake.

> What sort of discomforts should we seek then and how do we in a school justify programming them into our world? This week the faculty will attend an experiential workshop focusing on Erik Erikson's "Eight Ages of Man" as a way of linking our own developmental crises and experiences, our windows on the world, with those of our students. Out of this work may come new curricula, new ways of teaching, or maybe just new ways of feeling and perceiving ourselves. Erikson sees each stage as torn by tensions: trust vs. mistrust, autonomy vs. shame, intimacy vs. isolation, integrity vs. despair. And the transition from one stage to another is fraught with crises, pain, and turmoil. For Erikson the stages and the cataclysms that accompany them are meritorious. To avoid the discomfort, the uncomfortable growth, is impossible. To grow most fully the individual must experience the stages most fully.
>
> The task then for us as teachers, parents and people generally is to live with and in "creative discomfort"; to take on those tasks, cultivate those intimacies, and create or allow for our children those situations which, like the wilderness, help us to live life in a microcosm. Especially in a community as intense as ours at North Shore, we must learn to seek out those discomforts which most help us grow.

Many of the faculty members during the seventies, in agreement with Macdonald on this subject, thought that the most effective way of seeking the discomforts to encourage growth, was to continue taking students to live in the outdoors.

Sophomore Class to the Farm

"In spring of 1976 the sophomore English classes were planning trips to the Foster Hannaford farm," Doug Day [English 1974-78] wrote in the May *Country Days.* (Foster Hannaford became famous in the NSCDS community for his long-standing relationship to the School as a parent and Board member — fifty years. Doug Day was his grandson.):

> . . . The tentative plan will include spending a night camping out and a day of seeing the farm work (including milking the cows at dawn), horsing around in the woods and stream, writing in a notebook thoughts and ideas which may have sprung from such an "out of the ordinary" learning experience, with a particular focus on incorporating the excitement of the off-beat into the everyday. We will consider our trip a "cross-cultural" exchange, as the cows will learn what an electric guitar is. [Doug Day didn't say where the guitar would be plugged in.]

Prospects

A new outdoor education program for the freshmen was set up by English and shop teacher Roger Shipley [1969-88], a skilled wilderness camper. He tried to

clarify the meaning of "outdoor education" by describing the program PROSPECTS in the October 1976 *Country Days*:

> There is a myth lurking around that perhaps needs exorcism. "Outdoor education is primarily education about the outdoors." No. I'm not sure of the proper ritual involved in the exorcism rite, so perhaps a brief explanation will have to suffice. Better yet, an example.
>
> At the end of August a new program began at North Shore. This program calls itself PROSPECTS, uses the Hannaford farm as a major base of operations and is ostensibly an "outdoor education program." Twenty-four freshmen voluntarily attended a five day trip to the Hannaford farm along with four upper-classmen and four adults. The students really didn't know the specifics of the program when they arrived and learned them only by the process of participation throughout the five days.
>
> When they arrived they were divided into three groups and given their equipment: tents, charcoal grills, twine, cooking utensils, food, etc. They were shown their campsites by their upper classmen leaders and given time to get settled. They weren't told *how* to get settled; they were given time to get settled. They *were* given *some* instruction. The upper classmen taught them how to lash. They got some tips on cooking and menu planning.
>
> We arrived on a late Friday afternoon, and by the time we got equipment distributed and the groups to their sites, it was early evening. Saturday breakfast took a good deal of time. There were lots of things happening. "How long does it take to cook pancakes?" "How much charcoal do we use?" "Hey, Fred, get off your duff and get some water!" "Baloney to you fella, that's a half-mile hike." Lots of things happening.
>
> The adults ate meals in the campsites with the freshmen and rotated between campsites meal by meal. By lunch there were latrines in each campsite with lashed shelters to insure privacy. Some were perhaps better constructed than others, but every group was still improving them. "Come see our latrine!" "Isn't it neat?" Lots of things.
>
> By lunch on Saturday the groups began rotating through a planned program of problem solving and skill activities. Some were involved in service activities. A pasture on the farm was cleared of downed timber and old hog houses. A campfire circle was constructed. A ropes course was built and used. A shower was lashed together and made operational. Groups got instruction in the use of compasses, learned the basic trees native to the area and participated in any number of group activities where the outcome depended on how well they worked as a group.
>
> For dinner on Sunday I had peanut brittle made from scratch for dessert. "Whose turn to go for water?" "Mine." "We're almost out." "I'll help." Lots of things happening.

"The problem here is to get your entire group of eight over that beam (about nine feet off the ground), and once over, you can't go back and help. "He goes first." "The last man has to be the strongest." "Don't leave me for last; I can't make it alone." Lots of things.

On the ropes course a more individual type of effort was required than anywhere else. The PROSPECTS ropes course is a low one, and safety is emphasized with all members of a group participating in the safety program, but on the ropes it's a one-man show, almost. "Come on, you can make it." "Rest a minute then go on." "I can't do it!" "Sure you can, come on, try." "I can't, I'm coming down." "Don't worry about it. You did OK." "I'll try it again." "Just a little more now. . . ." Lots of applause. Lots of back slapping. Lots of things happening.

Tuesday was our last full day. All three groups went through a "marathon" of problem solving activities based on the things they had encountered up to that point. There was an elaborate metaphor for the day which necessitated that each group carry a half-full bucket of "hydro-oxylene jade" (obviously green water) everywhere the group went throughout the day to save the people of Erohshtron who were dying of a terrible disease. The "jade" went with the kids when they crossed a stream on a rope; when they went back over the beam; when they tried to get their entire group of eight on a fourteen-inch diameter stump; when they got their group over an electric fence (a piece of twine). They had to lash a contraption to allow them to haul the bucket to a pulley on a rope that could not touch the bucket, and they had to replenish the potency of the cure with specific leaves from the forest. At times they spilled some, and at times they were rewarded with more for doing well.

That evening all three groups gathered at the campfire circle for the first and last time. They sat on their handiwork while the volumes of the hydro-oxylene were compared. Some were particularly clean from the shower they had just taken. All were keenly aware of the several tons of lumber and wood that were neatly piled in the pasture. The talk was mainly of the various things they had accomplished that day. Afterward we ate the snacks the groups had prepared for the purpose. There were brownies, chocolate pie with graham cracker crust, orange bread baked in the orange rinds, and there was more peanut brittle.

The first trip of the PROSPECTS program had ended except for the return trip home and all the work that was entailed in that. It was a program that happened in the outdoors. It was not the sort of thing that could happen in the classroom — at least not the things we did. But the things that happened really weren't things related to the outdoors: the friends that were made; the way groups worked together to accomplish something; the enthusiasm that was generated when they tried to do other things; the support they gave each other when it was most needed — on the ropes course for example; the real sense of pride in what they had done

themselves, what they could see, right then, that they had done. That wasn't education about the outdoors. That was learning. Learning, where it is very effective — where you can see the results. And learning about very important things — like how to work together, how to get along, how to do things in the most efficient way.

The reaction from the students was quite positive, and PROSPECTS is organizing itself for the future. The first trip was funded by the Woman's Board, and students and faculty are working now to raise money for future activities. Drop by the PROSPECTIVE GIFT SHOP at the Needlepoint Exhibit, and I think you'll find that things are still happening.

George Williams Middle School Trip

The middle school too had its outdoor education program. In 1978 the fall trip was described by Michael Tratner [middle school 1974-79] in the November *Country Days*:

Each year a class in the middle school has gone on a camping trip in order to help the group become a more cohesive working community. Jean Pettibone [middle and lower school math 1963-79] has arranged the trips, and this fall she organized one for the seventh grade to go to George Williams College. They participated in an outdoor education program set up by students in the college, along with Charlotte Mars [middle and lower school science 1973-79] and Mike Tratner.

Mrs. Mars taught both teachers and students to identify fossils and rocks as we hiked along Lake Geneva. . . . One of the activities we did, called the Arbetizum, was a group obstacle course, where the students had to accomplish certain objectives, such as getting everyone through a hanging tire. . . . In one group some boys tried to get through alone, failed, tried again, and finally were lifted through by the girls, who then lifted all the other boys through, then the girls, and the last girl made it on her own. The boys didn't recognize that the girls had done all the work until it was pointed out, then said they could have done it better, but admitted the girls were more fit than they had expected. In other groups, students started moaning about having large people with them, then ended up cheering when they succeeded in getting them through, and carried them around in triumph. . . .

Rowing was supposed to be an easy activity that provided some variety to the program. When we started there was a strong west wind blowing, and west of the docks were many large fiberglass sailboats that could be damaged by our aluminum rowboats. We rowed east, but with great difficulty. Some students were crying when they rowed for ten minutes and found they hadn't moved, and some were laughing. Most were cheered on by others in their boats, but a few were insulted when they

didn't make progress, and gave up. They drifted too close to the sailboats and had to be rescued by motorboat. Afterwards, we had good discussions about how the actions and attitudes of those around you affect very strongly whether you could continue struggling. We tried to make analogies to the classroom, to supporting each other when assignments were tough or someone did poorly, and there was some agreement. Everybody could see how others felt while rowing, and recognized the need for support. It was harder to see such effects and needs in school, and some felt the teachers were pushing the morals too hard.

Probably the best result of the trip was the realization that some kinds of constructive fun could be better than pranks. The first night we had to patrol the beds and act like ogres to get the students to go to sleep. The second night we had a campfire and a dance and told ghost stories. There was an argument about whether some students could listen to the Bears' game rather than participate, and some wanted to sneak out to do it. But at the end of the evening everyone agreed not to pull any pranks because they didn't want to mess up what was a good trip.

An alumna of the School remembers being a seventh grader on this trip. In addition to the teachers' agenda, there was another drama taking place — with higher stakes in her eyes — a kind of subtext. It began on her first day as a new student that year. A more experienced classmate sidled up to her and said, "Well, there's something you need to know about North Shore. Everybody is either very smart — like me — or very rich like so-and-so."

I was very impressed by that. Overnight I was very conscious of who the extremely wealthy kids were and who the middle class kids were, and they talked about it too. They talked about each other's houses and the cars their parents drove and that sort of thing. It didn't depress me or anything; I thought it was kind of interesting. I had never ever thought of people in that way before.

The change in atmosphere, compared with my old school, was very evident. The grounds of the School were beautiful, like a college campus. Academically, it was far superior; I could tell that immediately. I was so surprised they were actually reading novels. And the kids talked about what they were reading and not whether they were pronoucing the words correctly. It took me awhile to adjust to not being in such a strict authoritarian structure.

This seventh grader did adjust, and by spring she was sneaking into the Gilbert and Sullivan opera rehearsals with her best friend whose mother was working on costumes for the production. In a few years the young girls would themselves be singing in the spring operettas.

Meanwhile, experiments in teaching and learning continued.

Interim Week

The idea of May Project, from the late sixties, still held possibilities, but it had to take on a different format. A new program called Interim Week seemed to be the answer and was initiated in mid-May of 1976. Carol Gaston [English 1975-79] and Dave Osberg [math 1965-78; head of upper school 1970-78] introduced the idea to the school community through the February 1976 issue of *Country Days*:

> . . . The week's "alternative curriculum" will make possible intensive courses and week-long , all-day learning experiences. Some proposed courses for the week's work include the following: a study/survey of Chicago architecture, a wildlife study trip to the Great Smokies, a dance workshop, a language field trip to Quebec, an auto re-building class, a course in the photographic essay.
>
> This week will provide a unique learning alternative for students and faculty; it is also an important opportunity for the involvement of parents and community in education at North Shore.

A request was made of parents and friends within the school community for apprentice slots in businesses, volunteer projects and other community concerns for the student participants.

The variety of projects for Interim was described in the June 1978 *Country Days*:

> . . . Diplomacy through the Canadian Consulate; Law and the Legal Processes with mock jury duty, observing local and federal systems, and the training of lawyers; Catchers in the Rye, a series of child development field trips with our kindergarten; Landscaping or (Moving Mountains on the North Shore); defining and building a new baseball field at school; This City/The Writer's Vision, where observations of city life in a hospital, department store, police station, newspaper and zoo are translated into short stories and poems; Science and Industry through five Chicago area research centers and production plants; Experimental Farming, raising high protein, low-fat cattle, farming and gardening; A Snipe Hunt, (but not where you stand for hours holding a sack and tapping a tree), to photograph, sketch, paint and write; A Behind the Scene Look at Chicago Business and Industry, with Jewel Foods, Armak, Johnson Products, Chicago Tribune, U.S. Steel, and a large bank; A Study of Chicago Architecture; The Art of Stage Make-up; Prospecting on the Hannaford Farm; A Canoe Trip on the Upper Iowa River; A Wilderness Quest of Backpacking in the Great Smokies, and A Kentucky Bluegrass Bicycle Trip taking a 350 mile route between Carbondale, Illinois and Louisville.

The one Interim experience which continued every year thereafter, at least until 1990, was that on Law and the Court System. It was initiated and run by two members of the social studies department, William Freisem [department chairman

1974-90], a favorite European history teacher, and John Ingram [1974-present], an attorney, who also taught the popular Constitutional Law course for seniors.

The Interim Program, during its first two years, took place during May. In the fall of 1978 a rather heated discussion of the upper school faculty made it clear that late spring was the least desirable time to go off-campus, the most serious reason being that it signaled the end of the school year to the students despite the fact that two more weeks of school followed Interim Week. Much better, the faculty agreed, was to reschedule the Interim in the fall. This would increase the opportunity for the learning during that week to feed back into the classroom. Carol Gaston described such feedback in the October 1978 *Country Days*:

> What is found outside the classroom comes back into it as live information and actual experience. When students share their own learning about law and prisons with an English class reading *Soul on Ice* there is a kind of teaching and understanding at work that no lecture could produce. One North Shore senior made this comment about his Interim experience: "It was, I think, a perfect expression of how education can and should be. The discussions we had were more intense than any I have ever experienced in a classroom situation. To me, Interim Week is exactly the type of thing that North Shore has to offer that makes it special. I think the week I spent was incredibly valuable to me, my thought processes and my insight to other people. It was the high point educationally of the year."

Miss Gaston also pointed out ways in which the Interim Program reinforced the philosophy of the School:

> This leading out [implied by *educere*] also leads back into the school community when students share their week's experience informally and formally through Morning Ex, displays, publications and teaching in the middle and lower school. Last year's group project that linked upper schoolers with kindergartners in a week's teaching and learning program created not only some immediate results but also some lasting relationships between older and younger students. These kinds of experiences reinforce the values of communication and caring intrinsic in the philosophy of the school.

From 1978 until at least the end of the eighties, Interim Week would be either the first or second week of November — determined by the athletic schedule, that pocket of time between the fall and winter sports seasons.

Music Programs

An instrumental program for the fifth grade was started in 1975 as one of the cooperative programs of the School and the Music Center. According to the February 1976 *Country Days*:

This is a program giving an opportunity to . . . study flute, clarinet, French horn or percussion, taught by faculty members of the Music Center. Classes begin in February at no charge to the participants. Sixth and seventh graders wishing to continue this study in small groups may do so for a nominal fee.

Social Issues

Population Concerns

Middle and upper school students were visited by the Planned Parenthood Association. Mary Jane Snyder, the executive director and a specialist in population and family planning brought a film which focused on food shortage and the population explosion around the world.

> . . . [T]he movie raised questions about over-population and the need for individual responsibility in the future to plan families wisely and thoughtfully. Mrs. Snyder told the students about LINKS in Northfield, a sex-education center, which offers individual and group counseling, medical services and referrals for young people up to twenty years old. All services are confidential.

Race Relations

Black students had been members of the student body for over a decade now. Shelley Spencer '77 came as a freshman. Her three older sisters were also alumni; two of them entered in lower school. It may have made a big difference when someone entered the School, perhaps especially a minority person. Shelley remembered that:

> . . . while my home life was very similar to a lot of the students — professional family and all — what was difficult was that there were very few minorities here. And then to come from a situation where it was primarily minority — our interests were different. Our music was different. Our speech was different. Things that were valued were different. I remember sitting out with a [white] friend on the playground and trying to explain this to her . . . and saying how things that were the norm no longer were and sort of wondering about my identity in this place, and her just looking at me and saying, "What's the big deal? Why don't you just have fun?"
>
> [My older sister, who came in junior kindergarten] had been here a long time, but she had friends back at the old neighborhood who grew up with her. For me, coming out of junior high — kids saying, "Well, she's going off to a private school!" — that pretty much ended a lot of relationships because it's just not something within their realm of acceptance. Also the time difference: you had to get up pretty early just to get here. And you

were always involved in sports, so by the time we got home and did that two hours of homework, or whatever, the day was through.

And it was jarring to go from being an A student in public school to being a C student here — and not really understanding why I was at the top there and at what I considered the bottom here? The only people who got C's in public school were pretty stupid.

The black students who were here tried to hang together, but, when you're talking about five people, there's only so far you can hang. Also with the distances that were being travelled, most of the others were from Waukegan or North Chicago, so we didn't even have that travel time together. It was only the time we had here, and if they weren't in sports — which a lot weren't — there wasn't a lot of time to connect as a group.... So, it was a mix [with the white majority] or perish sort of thing.... I think that's bad in the sense that there was no choice. And I think it's bad whenever you don't have a choice.

I think North Shore from the educational standpoint was a great place ... but there was not the opportunity to discover support or to develop our ethnic identity here.

Jesse Jackson Comes to NSCDS

The seniors of 1977, members of Shelley Spencer's class, seemed to want to stretch beyond their insulated world. They invited the Reverend Jesse Jackson to give their commencement address. Jackson was at that time the national president of Operation PUSH (People United to Save Humanity). Excerpts from his speech and a summary of its ideas were recorded in the September 1977 *Country Days*:

"Every generation has its challenge or set of challenges" and he recounted the past student struggle of recent years. Through the efforts and caring of students, the rebellious, idealistic generation of strugglers raised the national level of consciousness to great common issues.

But after the assassinations of the Kennedys and Martin Luther King, the Vietnam War and Watergate, "the social emancipators found themselves derailed, found themselves interrupted."

The will to work fell behind as the opportunities began to expand. The Rev. Jackson posed these questions: "What does it matter if one has a job and loses the will to work? What does it really matter if one has the opportunity of a first class education and loses the will to study? What does it really matter if we begin to develop a value system and begin to push dope in our brains rather than hope in our veins?

"What does it matter if the doors of opportunity begin to swing wide open and we are too drunk to stagger through them? What does it matter if all these opportunities unfold and our materialistic bases expand and an ethical collapse occurs?"

Listing child pornography, the legal drinking age and teenage pregnancy as examples of today's collapse in values, he called upon parents, teachers, and religious leaders to prevent such a collapse.

He contrasted sacrifice to pleasure as life's highest principle with "the laws of sacrifice leading to greatness. Everybody cannot become famous, but everybody can serve — and service is the basis of greatness."

Vision Quest

It was becoming quite evident at The North Shore Country Day School that just as individuals experience periods of transformation in their personal lives when moving to stages of greater maturity, so institutions undergo periodic changes, some of them quite painful for all concerned. Institutional change can occur to meet changing needs of a constituency, or it can occur as the result of a different vision of the authority structure, or, as is probable in most cases, change results from a combination of the two.

In the case of The North Shore Country Day School, the enrollment figures were descending from the all-time high in the sixties of over 460 students to around 400. Many of the students of the seventies were very talented, but a good number also needed special attention, both behaviorally and academically. Macdonald was both willing and able to give this kind of attention, but his was an "outside" perspective. He had not been trained in the "North Shore experience," as had the other two successors of Perry Smith, and his "fit" in the school community was never quite comfortable. Certainly Macdonald's vision of education could be accepted, even today in the late eighties; this is probably why he was selected out of the many highly qualified candidates for the position in 1972. His essay published in the February-March 1978 *Country Days* gave an insight into Macdonald, the person as well as the educator, and might even be called inspired:

We have lost in our culture, or given them up, the self-conscious rites of passage, of initiation, that made up for earlier cultures the movement from one stage of life to another, and that gave the person moving through life his sense of mission and meaning. Some of us still observe these rites in our individual religions, but somehow this part of our lives is compartmentalized and does not show in our everyday way of being. . . .

Even the emergence into adulthood in our culture is blurred in this same way, so that the pieces that might signal accepting an adult role are staggered out over such a long time that the individual remains a child/adult over at least ten years of his/her life. Onset of puberty is earlier and

earlier; true self-sufficiency, economic and emotional, comes later and later. Marriage is delayed or avoided, people go to school longer and longer, men and women in their twenties still receive financial support from their parents; yet at the other end children are taking adult risks earlier and earlier, the power of affluence and choice, the freedom from structures that bind and prohibit, the availability of self-destructive alternatives.... [A]ll of this overlapping of childhood and adulthood blurs the process of growth and prevents our children from getting a clear sense of who they are and what their lives mean as they move through the stages of growth.

The North American Indians shared a process called a "vision-quest," a time when a person sets out on a particular ritual guided by a shaman or medicine man to experience a vision which would reveal to him his identity and his purpose in life. Often the quester was a young man at the beginning of adulthood, but it could be a person of any age who felt called to find his or her meaning. The quest involved a number of processes, fasting, physical hardship, isolation, silence, meditation and waiting. At the end the seeker experienced a dream or a vision which revealed to him a meaning or a secret that renewed him and sent him back out to the world again to live out that meaning. Usually too, the searcher was given a guardian spirit who watched over him and was there to give him instruction and advice when he needed it.

What can take the place of this vision-quest in our society for our children today? We do not share a religion, we have no common myths or culture, nor do we even share the same value system. We do, however, share a common institution and experience, the School. Society has lately put so much responsibility on the school for all sorts of cultural tasks that it seems unfair to see the school as a place where children can find their identities, their meanings. But in an odd way the school, especially one like North Shore, is uniquely suited to this kind of inner process.

If we compare for a minute the Indian's vision-quest with the process of schooling, we will see some similarities. First, the vision quest takes place apart from families and parents, but connected. The seekers go off into the woods or mountains with a small group, but this is a process their parents have gone through before them, so it is connected with the values of their home and tribe. Second, the process is work; it involves fear, the overcoming of obstacles, passing tests, persevering, and holding on to a process until it comes to fruition. Third, it involves depending upon a shaman, a wise man who has taken the path before; and while most of us as faculty would be uncomfortable to be seen in so weighty and mysterious a role, we do share this burden of experience and wisdom along with ministers and therapists in our culture. We are the adults who introduce our children into the mysteries of that culture and into the meanings which their selves hold in store for them within our society. Finally, the quest process ends in self-awaremess, a deeper knowledge of one's self, one's feelings, and the matrix of relationships and experiences that give each life its meaning.

If in fact the school can be today one vehicle through which children can find their vision, their meaning, or their calling, why is it that the process of schooling so seldom comes out in such a transformed and reborn place? Why do schools so often seem boring, frustrating, or confining, rather than liberating, transforming, and truly educative?

The answer it seems to me lies in a misunderstanding of the mystery hidden in the Latin root, *educere*. If we think of the vision quest, we realize that neither the process of the trip, the hardship, the struggle, nor the person of the shaman puts the vision inside the seeker. It is there all along. So in the Latin root, the meaning of *educere* is to "lead out," reminding us that the vision, the calling, the meaning is already nascent and waiting inside the child and needs the proper climate in which to be born. We don't take seriously enough, as adults, this mission of the school to lead out of the child his own identity, to help him find his own vision. It is as though we are more comfortable staying with the informing, didactic role of the school because it is one we can measure and test; to believe in the vision-quest metaphor for the school, one must have great faith, both in one's own powers and in the powers latent in the child.

But it seems to me it is precisely this deeper meaning of education that lies at the heart of what North Shore can be about at its best. Because we are small, intense, focussed and caring, we can know and respond to whatever is best and strongest within each of our children, "leading out" that sense of calling, mission and purpose which can give the deepest sense of meaning and direction to our children's lives. But in doing so we face three major stumbling blocks. The path is a little like the one in Bunyan's *Pilgrim's Progress*; there are many distractions and temptations that pull one from the path. . . .

The first impediment or seduction on the path toward meaning or identity is the search for pleasure. How often do we hear our children say they just want to be happy or they are just looking for fun. The problem with this is that happiness and fun are not things you can find or search for; they are things that happen to you. We are such an affluent culture that we can really delude ourselves into thinking that we can buy or rent a good time or a happy life. All of us adults when we think about it, know that happiness is something that finds us, that overwhelms us, and surprises us when we least expect it, but when we are absorbed in something else: a job, a relationship, a problem. I'm reminded of C.S. Lewis's book, *Surprised by Joy*, because that title says it all; happiness, joy, fun are all gifts, accidents, byproducts that happen to us as we try seriously to make sense out of our lives, the problems we face. So many of us as parents today are afraid to make our children unhappy, to deprive them of something they want or think they want, especially because we can afford to buy it for them. We forget that most growth comes from struggling through difficult times and problems, from living through unhappiness and frustrations, not from escaping it. . . .

A second seduction is the search for security. Surely if we can't be happy all the time, at least we can be secure. But this too is a detour because the student in school who searches for security misses all the exciting ideas, the opportunities for a new experience, the chance to live through frustration and failure, the risk of trying out a new idea or a new creation no matter what its outcome. To search for security means to be wedded to all the already done things, the old personalities and meanings. School is the place for finding one's natural limits, not for settling for what feels safe or good. In the metaphor of the vision-quest, we must all, old and young alike, be willing to go out daily into the frontiers of our worlds to see what our personalities can make there. We are so often concerned with making children safe and secure in their learning that we forget to teach them that learning means risking anxiety and persevering through difficult times too. Learning is perhaps life's hardest process, and it is dishonest to pretend, whether to kindergartner or senior, that it is easy and safe.

The third seduction is that we too often focus on making it materially in the world and forget that the real point is finding one's calling. To find a job is not the same as to find a vocation. We have lost the sense of that Latin root too, and we forget that it means being called to do something that enriches our souls, not simply something that lines our pockets. Because we live in an affluent society, because we have so many things around us that seem to bring us comfort and security, our children often come to feel that these things are the purpose and end of it all. They mistake the outsides for the insides, and we sometimes don't teach them enough about what really matters. So they think of getting into the "right" college as a way of getting a "good" job, as a way of getting into the "good" life, but without even knowing what lies beneath any of those trappings. Instead of helping our children conform to the expectations of the outside world, we must teach them that they carry within them the seeds of their own meaning. We must help them find their calling and by example show them what it means to live with passion and with vision.

Living with Vision

Macdonald had high expectations for the School as well as for the faculty that animated it. His view of education implied but went far beyond academic excellence and preparation for college; it certainly fit with the model of progressive educators. Julie Hall, who joined the middle school faculty in 1976, will never forget the time when:

> . . . all the English teachers in the middle school and upper school got together, and we decided we would have one hour on one day when all of the students in our classes would be responding in writing to the same passage. We chose a poem from Emily Dickinson, and we gave the kids bluebooks, and they had an hour to write, and on the cover they only put their grade level. We did it so we could read it without knowing who the students were. Then we divided all the bluebooks up and had at least two

and in many cases three teachers reading them and grading them, and then we got together one evening and we compared our grades. What did we expect of kids at this age? What were we looking for? Why did you say that was a five — which was the best — when somebody else said it was a three? Did we agree or disagree? What were our standards for teaching English?

It was a wonderful exercise! I think we as teachers learned so much from it. We had a long, long evening when we went through questions like this and discussed them. Basically, we found there was an awful lot of agreement, that we were very close in the way we graded and what we thought was a good paper and what we thought wasn't. It was just a wonderful thing to do.

Doug looked at the students as individuals. He looked for ways to get the best from them and for them.

Macdonald's view of education was, in fact, as enlightened by the research of anthropologists and psychologists of the seventies as was that of Perry Dunlap Smith of the twenties, thirties and forties.

Assessment

What, then, went wrong during the Macdonald tenure? The vision was right. Macdonald was a gifted counselor; the students had great affection for him. They found it easy to go into his office at any time for a talk. Their comfort with him was no doubt helped by seeing him daily in the classroom and by going on wilderness trips with him during Interim Weeks. They felt they knew him well. The role of authority figure, however, may have been wrong for him.

Perhaps he was encouraging too much independence. Study halls were monitored — not too effectively — by upperclass students. Student Council, yearbook and newspaper depended primarily on the initiative and devotion of the students.

Carol Radloff, who had joined the drama department [1970-88] in time to watch the seventies come in, remembered the whole atmosphere being quite unlike her prior experience in a public school:

I really liked the campus. It was very much like a college. Kids were everywhere; I don't think anything was locked. I recall the kids being on campus all the time, any time — even two or three o'clock in the morning if they wanted to — working on the yearbook or whatever. Was the building left open, or did they have keys? I'm not sure — but no one seemed to make a big deal about it. Whenever I had to come in for rehearsal, I never had to unlock doors. When I brought it up, the response was, "Well, the School belongs to the kids, and they should have access to it." They did.

Mrs. Radloff also remembered:

> . . . the students had rebelled against Vaudeville and said "We're not going to do it; we don't want it."
>
> So they didn't do it for awhile. The next year they said they wanted to do it themselves. So for a couple of years they did it themselves. And then, "Would you help a little here? Would you help a little there?" And then, pretty soon . . . It's a cyclical thing.
>
> Everybody was rebellious then . . . against structure and authority. It [structure] wasn't relevant. If you weren't rebellious, you weren't with it. The kids would get all fired up and really dig into something. There was a freedom, a chaos. It contributed to the excitement. The kids felt responsible for what they did — good or bad — because they were [responsible]. There was very little adult interference.

Mac McCarty's memory of Vaudeville was that David Newman [1966-70], the drama teacher that immediately preceded Carol Radloff, refused to deal with something as amateurish and unsophisticated as Vaudeville. If the students wanted to put it together, that was all right with him, but he wasn't going to be involved with it.

These were signs of the times as well as of the style of administration. By the time Macdonald came to NSCDS, the students had fought for and gained once more permission to smoke on campus. The Student Council had sent an undated letter to the parents requesting their permission to smoke from 12:30 to 1:30 p.m. at a designated area on campus. Carol Radloff was somewhat horrified to discover when she came in 1970 that students had permission to smoke in the office on the second floor of the auditorium. Shortly after that, the smokers had to go out to a designated area near the tennis courts. The only students granted this privilege were those at least sixteen years of age who had a note of parental permission filed with the School. But how well this situation was monitored is open to question.

There had also been the 1972 incident when a boy was discovered smoking marijuana with several friends in his van in the upper school parking lot.

Mrs. Radloff remembered:

> . . . a big to-do about what should be done with him, whether he should be expelled or suspended or what. As it turned out, he was suspended for a week. He could come on campus to get his assignments, but he couldn't associate with the other students. Those were the days when there was a lot of talk about making pot legal. It was easy to get.

But these incidents were pre-Macdonald. What Macdonald faced were drinking episodes where some parents felt stronger disciplinary action should have been taken, even though a number of parents were themselves providing beer for student parties.

By 1978 Macdonald was sufficiently perturbed about the student smoking that at the first faculty meeting that fall, he told the teachers that, given the knowledge of the health effects, he could in conscience no longer condone smoking for any of the students on campus. He asked the faculty if they would support him in banning it completely and, further, whether those few faculty members who did smoke would forego doing so in the lunchroom and other public places on campus. There was unanimous support for his request.

Another concern among parents was that several of the faculty members at the time believed that students should discover for themselves the consequences of not studying and turning in assignments. These teachers took the attitude, "if they [the students] don't do the work, that's their tough luck." The practice of after-school and Saturday study sessions, which had been the solution to delinquent academics in earlier years, was no longer enforced.

There was, nevertheless, a high point during this stressful time: the 1977 football team made the semi-finals in the playoffs of the state tournament. The team and its coach, Mac McCarty, became highly visible in the Chicago newspapers and on television. That was also the year McCarty was named as football coach to the Hall of Fame.

However, there were a number of complex administrative problems that were not being solved. The alumni and Bellringer fund-raising efforts needed attention. The administrative staff, according to some observers of the time, was overloaded. There was one head for both lower and middle school. Admissions was a division head's job. College counseling was another division head's task. Some of the faculty did not feel supported by Macdonald, particularly in classroom and study hall discipline matters. And the generally conservative North Shore suburbs may have been the wrong place for someone of his temperament. Rightly or wrongly, Macdonald was thought by some of the parents to have had too much of a hippie image; he wore a beard for part of his tenure as headmaster and appeared on campus in shorts and sandals in warm weather. In addition, for a variety of reasons, there was an unusually high turn-over rate among the faculty. Some of the teachers felt that he went too far in letting the students express themselves. "It's not what you learn but how you express it," as one former faculty member put it.

As tension grew within the school community, what became evident to the Board and the faculty was that finding the right person to lead an institution implies a very complicated choice, a recognition of the ambiguity of fit. The educational vision is critical, but it must be accompanied by administrative skill, the "right" image, an indefinable comfort level with a specific social/emotional environment and, finally, an ability to balance the needs and desires of the competing constituencies.

By 1978-79 there was severe friction between the headmaster and the Board of Directors. The precipitating factor, however, for the final break was a drug incident. A student was picked up by the police in a neighboring suburb for

possession of drugs, and Macdonald did not expel him immediately because to do so, in his estimation, would have been to find him guilty before proven so. The Board stepped in, demanded immediate expulsion, and requested Lawrence Chiappetta, head of the upper school [1978-86], to become acting head for the duration of the year. Macdonald stayed on and continued to teach until June. It was a tribute to both men that they maintained respect for each other and carried on a compatible working relationship. By fall of 1979 Macdonald had became headmaster at an independent school in Connecticut.

Search for the New Headmaster

A nationwide search was again set in motion. Among the many candidates was one for whom the match seemed just right — educational vision, administrative skill and comfort with the milieu — an educator by the name of Richard P. Hall, recent head of the upper school at Seven Hills School in Cincinnati, Ohio. In fact, Hall, reminiscing ten years later, recalled that he had a "this is it" kind of experience the first time he walked onto The North Shore Country Day School campus. "It was such a relief to have a feeling of some structure," a faculty member of the time recalls. But Hall, too, would discover that as right as he was for the position at the end of the seventies, institutions as well as human beings have their cycles, and the fit would no longer be right by the end of the eighties.

Richard P. Hall was the fifth headmaster from 1979-1989.

THE EIGHTIES: Challenge and Risk

We are a college preparatory school, with academic standards designed to prepare students for the most competitive colleges and universities.

Instruction at North Shore takes place in small classes. *We believe that, although instruction can happen in large groups, the most effective learning is found in small groups with a first-rate teaching force.*

We believe that education takes place within and outside the classroom. *This is reflected throughout the year in enrichment programs.*

Participation *in many different segments of school life is of crucial significance here.*

We are a school filled with the traditions of over sixty years *of leadership in independent education in the Chicago area as well as in the nation. Our students are able to profit from and share in the experience of many loyal alumni.*

We are a family school. *Specifically that means that students in the entire School, grades K-12, interact often. That means also that the participation of . . . parents is encouraged in many school activities. The atmosphere of the School is one of respect for learning which encourages students to test their abilities.*

Richard P. Hall

So reads the 1981-82 school brochure addressed to prospective students by Richard P. Hall, the forty-year-old dynamic educator who became the headmaster of the eighties. A graduate of both Trinity and Middlebury Colleges, a former faculty member at Exeter in New Hampshire and an administrator at Seven Hills School in Ohio before coming to North Shore, Hall had been thoroughly imbued with the independent school tradition. There was no question of the importance of the college preparatory aspect of his new School; but enrichment, participation and tradition took on greater emphasis under Hall. Above all, the new headmaster declared war on boredom and committed himself to making The North Shore Country Day School one of the most interesting and exciting educational institutions in the country — so much so that by the end of the decade his teachers were complaining of exhaustion and fragmentation.

It was in the autumn of 1979 that the fifth headmaster took his place, just in time to celebrate the sixtieth anniversary of the School's founding. The energy level on campus rose by 100 percent. The position, however, was not an easy one to assume. He was confronted with a massive deficit. Hence, his first goal was to develop a long-range plan which would include a capital fund drive. He also faced the School's seven-year evaluation, a requirement for membership in the

Independent Schools Association of the Central States, which was due the year he arrived. For obvious reasons, he sought a year's extension.

Lawrence Chiappetta [1978-86], head of the upper school, had been in place only one year as had Joan Elisberg [1978-80], administrator of lower and middle schools. The turn-over rate of the faculty was unusually high the year of Hall's arrival, so too both the year before and the year after. The faculty was young — in age and in experience. Hence, another major concern of Hall's was to stabilize and to build a mature faculty in the coming years.

"Dick Hall had a very different style than Doug Macdonald." Who would know that better than Sharon Dole, assistant to the headmaster [1977-present]?

> Under Doug, my position had been upgraded from secretarial to assistant to the headmaster. . . . I had had training in counseling, abortion, women's rights. This [the headmaster's] office had an open-door policy; kids stopped in all the time. Doug had very strong skills in counseling. My background was seen as a complement to that.
>
> When I met with Dick to talk about how we might work together, he had in mind an executive secretary-type person. That wasn't what I had imagined for myself, but I decided not to pre-judge the situation. My children [two young sons] were happy here. The School became for us an extended family, and that felt right.
>
> Dick turned out to be wonderful during those years. He was very task-oriented, very focused. He operated with vision, a good long-range planner type. He had a very practical sense of how to get from A to Z. Doug was a visionary, but the concrete practical ways of how to get from here to there were not as strong. Dick was very devoted to this School; his life was this School. With Doug, there was a life outside the School that he kept separate.

In addition to the community of the School, the community of Winnetka would share for ten years in the energetic service of Richard Hall. He became an active participant in the local Rotary Club, and when his new business manager, Robert Beerheide, joined the NSCDS staff, Hall encouraged him to become an active Rotarian. Hall also joined the Board of the Hadley School for the Blind in Winnetka and was a loyal supporter for the rest of the decade. He consciously and deliberately broke down many of the barriers between the town and "that school up there on the hill." As Perry Dunlap Smith and Carleton Washburne had enriched the entire community by their personal and professional relationship during the twenties and thirties, so Richard Hall and Donald Monroe, superintendent of the Winnetka Public School System, enriched the eighties by their creative friendship. Hall realized early that a willingness to serve was what the School stood for, and he became a prime role-model for that value.

Another value which Hall promoted was that of traditions. He clearly recognized their role in creating the culture of a school community. Early in his tenure, he

engaged Lorenz Aggens, former business manager and faculty member [1955-66], to study the traditions of the School and, in sessions with the faculty, to share his findings. Hall was convinced that an important part of the faculty's understanding of the School depended on their having a sense of its traditions and a consciousness of its history. To this end, Hall was determined to see that a history of the School be written. "You could very quickly turn into an ordinary school," Hall could be heard to say, "if you stop fighting for those things." He made it his business not only to know the traditions but to start a few of his own. As much as he respected New Trier, the prominent public high school in Winnetka, Hall was determined not to let The North Shore Country Day School become a "little New Trier."

One of the young, relatively inexperienced faculty members recalls the new headmaster's opening remarks at his first Morning Ex:

> A good school is a place where people care about ideas, where people are allowed to think, where people are allowed to imagine . . . where people respect one another, try to help one another and care about one another.

Such words were an invitation to take risks, to have confidence that a supportive environment would make it possible, and to respond to the challenge of creative teaching without fear.

That same teacher, in revealing a mistake to the headmaster a short time later, was reassured when Hall said that if he had let mistakes get him down, he would have quit this business long ago. Permission like this opened the way to a decade of continuing educational experiences and experiments, many of them in the tradition of the progressive roots of the School. Hall, too, had a commitment to teaching for himself as well as for other members of his administrative staff. Over the years he taught French in both the middle and upper schools. The head of the upper school, Lawrence Chiappetta, set up and taught courses in the new computer program. Heads of the lower and middle schools, during the eighties, continued to spend time in the classrooms as well in their administrative offices, but, after all, that was part of the progressive tradition.

The School Evaluation of 1980

There could not have been a better way for Hall to begin to know his school more thoroughly and more quickly than by undergoing the evaluation of 1980, the year after his arrival. No sooner was the headmaster settled into the North Shore community than he was involved in the obligatory self-study — validated by an outside team of professional peers — which was required for membership in the Independent Schools Association of the Central States [ISACS]. What emerged from the process was a recognition by the outside team of a sense of a "new era" pervading the whole school community. The evaluators commended the family feeling within the School and acknowledged the high level of interaction among students of different ages. However, the diversity of student body and faculty was

not as great as the ideal stated in the School philosophy. Nor was enough attention given to addressing "issues of social concern and life experience," also stated in the philosophy. The final report included several further recommendations: reviewing the resource center and library program (i.e., considering a building move), continuing to raise faculty salaries and hiring a director of development. Such recommendations fit the perspective which Hall brought with him into his new role, a perspective which endured his decade-long tenure at North Shore.

A Development Program

Richard Hall was not one to delay. Within a month after the ISACS Evaluation Report was submitted, a Long-Range Planning Committee was in place. Within nine months, the new director of development had moved into an office next to Hall's in Dunlap Hall (the upper school building). Nancy Jones Emrich, educated at Wheaton College in Norton, Massachusetts and for nine years Director of Admissions at the Foxcroft School, came into her newly-created position ready to begin immediately on a capital and endowment fund drive under the title, Endowing Educational Excellence (EEE). The goal was to raise three and a half million dollars, both for faculty endowment and for building a new library.

Long-Range Plan

Planning was one of Hall's strengths, and he had an outstanding Board of Trustees, under the leadership of Richard Franke and Cameron Avery, with whom to do it. The Long Range Planning Committee, chaired by Harold H. Hines, Jr., took up the recommendations which came out of the Evaluation: concerns which had to do with curriculum, social purpose, and human and financial resources.

Organized under these four categories, actions were proposed by the committee and adopted by the Board of Trustees by the end of April in 1981, just in time for the headmaster's six-month response to the ISACS Evaluation Review Committee. Among the seven changes dealing with curriculum were proposals to stimulate academic excellence, to increase participation in the arts (especially drama, manual arts and dance), to stimulate global awareness, to promote speaking skills, to develop computer science and to expand the science curriculum.

Among the five social purpose actions were the following: increasing social awareness and requiring community service, strengthening student government processes, and developing programs to deal with the needs of students and their families in the face of such conditions as single parenting, divorce and remarriage, and two wage-earner families.

In regard to human resources, the concerns were with the School's image, with admissions and enrollment, and with faculty. Proposals for faculty included finding subsidized housing, providing opportunities "to reduce course loads in

order to pursue other undertakings beneficial to the School" and moving the median salary toward the 90th percentile of the National Association of Independent Schools midwestern salary distribution. A proposed action was to "develop formal reports to the Board on faculty excellence and the extent and variety of non-classroom faculty contributions." Another proposal was to "formalize and market a gifted student program."

The financial resource innovation which came to dominate the first half of the decade was the capital fund drive for the following:

1. Renovation of buildings, energy-saving improvements, expansion of the middle school, construction of a new resource center, enhancement of the auditorium and subsidized housing for six additional faculty members; and

2. Enlargement of endowment for enrichment of programs and upgrading of faculty salaries.

By the end of Richard Hall's second year at The North Shore Country Day School, he had been handed — or, more accurately, he had helped create — the blue print for the rest of his administration.

Academic concerns were paramount, but Hall was also very sensitive to his environment. Almost immediately after his arrival, pictures went up on the walls of the corridors; faculty, especially in the upper school, were encouraged to humanize their classrooms; within the next three years, carpeting was laid throughout Dunlap Hall, which cut down considerably on the noise level. The Woman's Board underwrote the expense of environmentally-sound windows and doors for the lower and middle schools. Moreover, the Woman's Board also carried out the landscape beautification plan under the direction of Mary Pick Hines '49. Although the School was always noted for its lush green appearance (one of the Chicago students was telling his friend about NSCDS, and the other youngster responded, "Oh, you mean the school with the grass"), in fact, Dutch elm disease and aging had taken their toll. When the landscaping plan was complete, springtime on the campus fairly danced with flowering trees and shrubs.

Global Awareness

Hall had brought with him to North Shore a determination to encourage global awareness; his graduate studies and teaching expertise were in the field of French language and culture. Joyce Lopas [head of French department 1977-present] wrote of this commitment in the May 1979 issue of *Country Days*:

> As part of our effort to jolt our students out of their small world and into a broader consciousness, we have a program, albeit small at this time, of bringing foreign students here and of sending some of our students abroad. Our incoming headmaster, Dick Hall, will bring experience and expertise in this field to help us develop our programs further. Many NSCDS students

already have unusual opportunities to travel the world. Such experience helps to bring a global perspective into our classrooms. But what depth of understanding and willingness to penetrate those foreign cultures do they bring to these travels? Do they go to "see the sights" and ignore the people, or do they have the training to suspend their own cultural biases and to accept that other peoples have their own special cultural and personal logic? One of our goals is to teach them to have the skills and sensitivity to make this "leap."

The aforementioned concerns obviously stretch beyond the French and Spanish programs at NSCDS. Our Interim Week programs in city experience, service to the elderly, working with children in the lower school, studies in literature, history and anthropology, all are part of this attempt to stretch and transcend ourselves, to help our students to accept the differences, needs and similarities of their neighbors near and far and perhaps to become citizens of the world.

Madame Lopas, with the support and encouragement of Dick Hall, expanded the International Student Program and was soon overseeing six to eight students a year from all parts of the world: Europe, South America, Australia, Western Samoa and the Orient.

Latin is Revived

In addition to the study of French and Spanish, Latin was once again revived at the request of a small group of parents. In 1979 former faculty member, Diane Dorn [Latin 1968-74, 1979-87], returned to teach, reflecting a national trend back to the classics. There would be a wellspring of interest in Latin and then a recession during the following eight years.

Writing Center in Middle School

A new writing center was begun under the direction of Susan Gundlach [1979-present] in the middle school in 1979. By 1980, The Writing Place was producing "The Writers' Review," a collection of the students' early memories and reflections on their world. Family history soon became a focal point for young writers' research, which was gathered from interviews with family members and collected into a more sophisticated publication, that included drawings and photographs. By the mid-eighties, Mrs. Gundlach was conducting workshops at national educational conferences on family history and writing for young students.

By 1987 when Sue Gundlach assumed the chairmanship of the English Department, a strong K-12 writing program was in place; it extended beyond the English department and across divisional lines. Based on current research on the teaching of writing, the program took full advantage of coaching, conferencing and editing groups.

Opportunities for publication expanded throughout the decade, not only in School publications but also in national magazines such as *Highlights*, *The McGuffey Writer*, *Merlyn's Pen*, *Stone Soup* and *Waterways*. Periodic announcements were made before Morning Ex by Mrs. Gundlach, acknowledging to the School community the published poets, authors and artists among the student body.

Such recognition — never questioned in the eighties — might have been silenced in the forties and earlier by a school philosophy that so minimized a star mentality that the names of the student performers in the opera were not even printed on the programs. At graduation in 1989, Fisher Howe '31, told, with great amusement, a story of how Perry Dunlap Smith dealt with such honors:

> The Harvard Clubs around the country for years have given out annual book prizes to students who have made a mark of achievement on some basis the Clubs dreamed up. One day PD went to the window of a classroom and signalled a student to come out into the hall. Somewhat fearful, you can be sure, the student came out to him. Furtively, PD handed the student that year's Harvard Club Award Book, as much as to say, "They told me to give this to you; don't tell anyone."

Changes in the Grading System

Fisher Howe '31 also took delight in telling the students of the School's early attitude toward the grading system:

> Where else, I ask you, can anyone go through twelve years of school and get into the college of choice without ever having received a mark or grade. . . . In our day, we and our parents received a simple graph card with a red line across it indicating a presumed level of competence; on it, each two-week or monthly period, the teachers would show and discuss where we stood, *against our own potential*. . .
>
> Where else but North Shore were you — and, I hope, are you — stimulated in so many ways to learn for reasons other than the mark you got for your study?

In the early eighties, the School still had a distinctive marking system: E for excellent, H for honorable, C for creditable, WP for weak pass and NS for not satisfactory. There was no honor roll. Many hours were spent at faculty meetings discussing whether this grading system should be maintained and, if so, whether it might have an adverse effect on college admissions. Class rank was another sensitive issue. School philosophy frowned on ranking pupils, yet college admissions offices demanded some kind of scale evaluation of incoming freshmen. At the end of 1981, Lawrence Chiappetta, head of the upper school, who also handled college counseling at that time, announced several decisions regarding the reporting system:

1. No changes will be made in the internal reporting of grades and comments by teachers. Both Attitude/Effort and Achievement grades will be included. . . .

2. Exact class rank (e.g., 5/42 — stands fifth in a class of forty-two) will be reported to all colleges students apply to each year. These ranks are not available to students or parents until after graduation. . . . Actually, this procedure was adopted some time ago and is currently in effect for the class of 1982.

3. Grades (Achievement) reported to colleges will be directly converted to an A - B - C - D - F "letter scheme." These will be described in the school profile according to the designations we give to our internal grades, i.e., our description of an "A" will be the same as the internal description of an "E," et cetera.

When Barbara Franke [1982-84] stepped in as college counselor, and later Sharon Cooper [1983-present], the method of dealing with class rank was to use quintiles. As the seniors prepared their college application forms, they would be told into what quintile their grades placed them. According to Sharon Cooper, the college admissions offices found this method acceptable. For the students, it avoided the onus of specific rank.

By the end of the eighties, the faculty had voted to convert the internal grades to the A - B - C system since there was no longer a distinction between that gauge and the E - H - C system. The change, however, did not ease the discomfort most faculty members typically felt with student evaluation, simply reflecting the recognition of the problematic nature of grades among educators in general. The upper school faculty gave in to the public scale, but that didn't ease the agony of evaluation each time one of the six grading periods came up on the calendar. The lower and middle schools chose not to use letter grades but continued to use a check list of expected behavior and skills.

Eunice Jackson

It was Eunice Jackson [English, 1979-83] who raised her British voice at a faculty meeting in early December of 1979 in outrage at having to spend Thanksgiving break writing grade reports for the end of the fall term. When the rest of the faculty realized that they weren't alone in their anger about the situation, they quickly came to her support. In recognition of the inhumanity of the situation, report-writing days were thereafter built into the school schedule at the end of the first and second terms, and the end of the fall term was shifted away from Thanksgiving the following year.

Mrs. Jackson had originally come to the U.S. on a Fulbright Fellowship, but she met and married an American husband, and the United States became her home. Her delightful presence graced the campus of North Shore only four years, but her

impact was felt for the rest of the decade. In 1981 she led her first trip to London for Interim Week. By fortuitous circumstance, the American ambassador to England at that time happened to be John Louis, a resident of Winnetka whose children had attended The North Shore Country Day School during the seventies. The wondrous visit to his residence was described by two awe-struck members of the class of '83, Jane Dettmers and Emily Wanberg:

> At 3:30 p.m. . . . Monday, November 2, 1981, a series of seven taxis rolled up to the Stratford Court Hotel on Oxford Street in London. Twenty-four immaculately dressed students and twelve elegantly dressed adults excitedly climbed in and drove to the American Embassy, Winfield House, in Regent's Park.
>
> As we pulled up to the wrought iron gates, the porter stopped the cars to check the names of the people inside. . . . The kind and warm Ambassador and Mrs. Louis immediately made us feel at home when they took us on a tour of the ground floor. . . .
>
> While we were finishing sipping our tea in the living room, the Ambassador told us about his job . . . at the Court of St. James . . . a most memorable experience!

The trip to England became the high point of the Interim Week offerings, both because of the experience of British culture and because of the experience of Mrs. Jackson. But if a student could not take the trip, he or she could certainly experience Mrs. Jackson in the classroom, either as a freshman or as a senior. She brought Shakespeare and Dickens alive in ways that were quite extraordinary. One young alumna remembered Mrs. Jackson spending several weeks teaching *A Midsummer Night's Dream* to the eighth graders. "Absolutely inspiring," as she put it.

Just four years after Eunice Jackson came to North Shore, at the age of forty-nine, she suddenly died on a Friday morning in the spring. No one could have predicted such a sudden loss. The School community was devastated. The dance that had been planned for that date turned into an evening of mourning. A week later, on the day originally scheduled for a faculty development program, the memorial service was held. Adrienne Weisse [French 1968-71, 1978-present], friend and colleague, spoke for all of the faculty in her eulogy:

> During the past week, we have all tried, I'm sure, to fix in our minds forever the delightful visions and sounds we have of Eunice. Her use of the Queen's English said much about her as a great teacher and unequaled friend. One of the phrases we heard her use most often was, "I couldn't agree more." These words indicated Eunice's ability to elicit the best from each of us and to re-enforce in us our best qualities. The large number of recommendations she was asked to write for students and colleagues suggests our conviction that she emphasized our strengths rather than our weaknesses. Another recurring phrase was "Oh, crumbs!" — humorous

proof that she was able to keep the petty annoyances of life in perspective. So many times, she said to me: "Let's pop in here, I've got something to tell you." Her great involvement in everything made her unfailingly interesting. A meeting that she felt was not productive would be sure to merit, "Well, that was a dead loss, wasn't it?" She was very tactful, but also quite frank.

Eunice's great intellectual strengths were obvious to all. Her ability to field any questions about literature or English usage was assumed; but the gift she had in discussing history with the history department, music with the music department, Latin, French and German with the language department was extraordinary. The quickness and accuracy of her perceptions were sometimes startling. We all admired her incredible energy and stamina in light of her very serious diabetes. Eunice held the very highest standards for herself and her school. She became furious if anything inappropriate went on in school and went immediately to the source of the problem, be it student, fellow teacher, school head or headmaster. With her outstanding educational background, she was not at all pedantic. She didn't blink an eye at grammatical slips in conversation though she certainly would not tolerate them in the expository writing of her freshmen. Her refusal to procrastinate in anything was amazing. Phone calls were returned immediately and letters were answered post haste. Long Advanced Placement essays requiring forty-five minutes each to correct were given back to her students within a day or two. Eunice's generosity was unsurpassed. She always went home to Hartlepool laden with surprises for her adored mother, dad, and brother, Michael. The many trips back across the Atlantic meant gifts for friends.

Yet no one loves people who consider themselves perfect. Eunice was loved by so many, in part, because of her vulnerabilities. Making decisions was very difficult for her. She counted on her friends to re-enforce her leanings on any particular day and then just as readily to support her abrupt change of mind the next day. She often wanted reassurance about her clothes. One of my fondest images of her is as she tried on new dresses in the closet of our office wanting approval before she cut off the tags. Only recently, she stuck her head out of a Marshall Field's dressing room to say to me, "I'm afraid I look like 'mutton-dressed lamb' in this one." That ability to laugh at herself was so endearing. But it was woe unto him who cast the slightest aspersion on anything British whether it be Princess Diana's dress or the latest BBC production!

Beloved wife, daughter, sister, teacher, friend she was indeed. We at The North Shore Country Day School have lost our head girl, our star. In memory of our resident Shakespeare scholar who didn't need to consult reams of notes or annotated editions to hold her students spell-bound, and who died on the eve of the poet's 419th birthday, a few words from the Sonnets:

When to the sessons of sweet silent thought
I summon up remembrance of things past. . . .
But if the while I think on thee, dear friend,
All losses are restor'd and sorrows end.

By spring of 1986 the Eunice Jackson Chair, honoring an outstanding teacher of English, was established through the fund-raising efforts of Sharon and Richard Cooper, former members of the Board of Trustees and school parents. But that came two years after the more immediate need was satisfied: to find a new head for the department of English.

A national search was set in motion. By fall of 1984, Jack Pasanen, educated at the University of Massachusetts and Middlebury, was selected. He came to North Shore from eighteen years of teaching at Emma Willard. During the two years he was with North Shore, he introduced the school community to The Hunger Project in which he was an active participant. His tenure, however, was cut short in 1986 when he married a British woman and went to England to live. It was at this point that the leadership of Susan Gundlach was acknowledged, and she became head of the English department as well as the first recipient of the Eunice Jackson Chair.

Summer Programs

Meanwhile, the activity of the day camp brought the campus to life for eight weeks every summer. Under the direction of Mac McCarty since 1953, it was now directed by Jay Bach, assistant to Mac for many years and member of the physical education department [1965-present]. Together, the two men and their staff oversaw the growth during the eighties of enrollment from 500 to 700 campers. The swimming pool, built on campus between the east gym and Leicester Hall in 1981, made that kind of expansion possible.

The "Bright and Talented" program, was initiated on the North Shore campus in the summer of 1983 by Joan Smutny, director of the Center for the Gifted at the National College of Education in Evanston, Illinois. Beginning with 1986, the program continued intact, but the name was changed to Project '86 and thereafter used the Project name with the designated year. Each year fifteen to twenty enrichment courses were offered from which "bright and talented" students entering grades seven, eight, nine or ten could select three. The wide range of offerings always included courses in creative writing, math, computer, science, languages, and studio and performing arts. In addition, courses such as Futuristics, Utopia, African Civilizations, and Ethical Decisions in a Scientific Society might appear on the brochure. The program ran Monday through Friday from 9 a.m. until 12:30 p.m. Classes were one hour long, with twenty minutes reserved each morning for "Colloquium," a period when students and faculty came together to share talents and projects, to listen to guest speakers or simply to get to know one another better.

From 1985 through 1991, the Dr. Scholl Foundation provided funds for children from low-income areas. In fact, the brochure from Project '86 stated that "The program was enriched by this diverse student body which included students of seventeen different ethnic backgrounds." Bus transportation was available from central points in Chicago to enable many youngsters to come out from the city. The summer Project programs turned out to be a rich source of future high school students, particularly talented minority youngsters.

The Science Program

Among the attractive features of the North Shore campus for an enrichment program such as Project were the well-equipped science laboratories and the greenhouse attached to the biology lab. By the time Dick Hall arrived in the autumn of 1979, the science facilities on the lower level of Dunlap Hall had been totally renovated with funds in memory of Rosemarie K. Smith, wife of George Smith '38 and mother of three North Shore alumni. Mac McCarty, who wrote of the renovation in *Country Days* (November 1979), was especially pleased with the biology lab where he taught. He commented on the hydroponic growth shelf and the greenhouse where the glass had been changed to plexiglass and an auxiliary gas heating unit had been installed.

Hall, in his concern for the development of the science program, undertook a national search and brought William Goss, Jr. [1980-89] from the East as the new science department chairman. Goss had been educated at the Universities of Massachusetts and Delaware. His specialty was chemistry. At North Shore, he added two alternating years of advanced placement courses in chemistry and biology as well as two new groups of trimester courses: one in environmental chemistry, energy, and science ethics; the other in earth science, astronomy, and meteorology. Nevertheless, there was flexibility within the trimester courses for members of the science department to develop their special interests.

The creative potential of the trimester courses was borne out during the eighties; new science faculty developed new courses. Two courses which took full advantage of field work were set up by Sue Clement [science 1980-87]. The first was marine biology, taught every other year and culminating with a week's field school in the Florida Keys during Interim; the second was botany, taught in conjunction with the Chicago Botanic Gardens in Glencoe, just north of Winnetka, and demanding hour-long seminar periods twice a week at the Gardens. The final exam in botany involved designing and planting a rock garden at the northeast corner of the campus.

During the spring of 1981, Goss received a grant from the Parents' Association to spend part of the summer investigating a JK-12 coordinated "Health" curriculum. Such topics as the teaching of values, sex education and drug and alcohol abuse were investigated. This experience inspired a unique Interim Week project on Alcohol Awareness which he continued until the end of the decade when he left North Shore. As he described the project for *Country Days* (February 1985):

> It's designed to present education for prevention as opposed to intervention. It's the only known program in the country that has students working with young patients in a hospital setting.

The students would spend most of Interim Week at the Parkside Youth Center in Park Ridge getting to know young, recovering alcoholics and drug addicts.

Periodic Alcohol Awareness Days for the entire upper school would bring these young patients or ex-patients out to the School to present a Morning Ex or to discuss the problems of substance abuse with small groups of students.

Two subsequent summers were spent by Goss in developing a health curriculum for the entire School. The topics ranged from food and nutrition for students in the lower grades to sex education, drug and alcohol abuse, mental health and stress for older students. At the beginning of the year, juniors and seniors would choose their topics. The major problem, at least for the upper school, was scheduling the health classes into an already full day. Several experiments were tried, one using homeroom meeting time, another using the time on Tuesdays and Thursdays when Morning Ex didn't meet.

The lower grades did not have quite the dilemma in scheduling. The seventh grade sex education class took advantage of the life situation of two faculty members — one a pregnant mother, Amy Cholnoky [MS teacher 1983-85]; the other an expectant father, Ken Lewandowski [science 1983-86] — and invited them to class to talk about awaiting their babies. Meanwhile, as Goss took on more administrative duties during the decade, it became impossible to continue the health program on the upper school level as he envisioned it. In its place, one of the trimester courses became devoted to health or some variation on health such as "skills in living."

Alcohol Awareness

The awareness of substance abuse at the School probably reached its zenith in 1986 and 1987 when student journalists were describing alcohol awareness and taking their parents to task for imbibing on campus. The March 1986 issue of the student newspaper devoted the front page to Alcohol Awareness Day, a follow-up to the the "Day" held two years previously. A school-day morning was devoted to the program, beginning at 8:30 with a presentation by alcoholic teenagers describing their experiences and answering questions from the students at large. The second fifty-minute period was spent in small group discussions dealing with three topics: the Alateen program, the process of enabling and the clinical picture of the teenage alcoholic. The rest of the morning was devoted to a discussion on the SADD (Students Against Drunk Driving) program.

In the same issue of the paper was the first of several attacks on the School's policy regarding the serving of alcohol to parents at school functions on campus. One of

the articles, by Aviva Cahn '86, dealt with the first Interim Night potluck dinner. She commented on it being a family night to be enjoyed by all and asked:

> So why was alcohol served by a bartender in a white jacket? . . . Is it really necessary to serve alcohol at a school-related function where kids are in attendance? Is it too much to expect a school which discourages teenage parties with alcohol and [encourages] anti-drunk driving commitments to heed their own advice? I think not. Parents enjoyed the evening and would have, with or without the wine served.

In succeeding years Interim Night was held without the potluck supper — and without the wine.

Cahn's article then moved into a more sensitive area, the annual Woman's Board Auction. She advocated that the consumption of alcohol be limited to "perhaps just a glass of good wine served to every parent. . . ." She was also concerned about "driving home under the influence after the Auction."

Another student journalist, Eric Swanson '86, in the same issue used stronger language to express what he called "this great hypocrisy." He pointed out:

> It has been a long standing tradition at this School to educate its students about the dangers of drinking and driving. Health class, the alcohol interim, and so-called "alcohol days" are evidence of this. As of yet a SADD (Students Against Driving Drunk) program has not been set up, but soon one probably will be.
>
> It's fine and dandy to preach the dangers of alcohol to students; after all, it is illegal to drink under the age of twenty-one in Illinois. One can't expect the School to condone teenage drinking. My problem stems from something that has come to be a tradition at North Shore: the Auction. At this Auction, there is an open bar. . . . How do you think these . . . parents get home? They drive, of course. . . . Some form of alcohol awareness, eh?

The question of alcohol was again raised following the auction of 1987 by another student journalist. A member of the Woman's Board responded in the student newspaper (April 20, 1987):

> Every year, [since 1980], the Woman's Board has held an Auction. It has been a profitable vehicle to fund such projects as the Teacher's Endowment Fund, fire doors and windows. . . . Last, but not least, it has helped fund a school newspaper. It is a way to help the teenagers have a hand at journalism. We applaud the newspaper and freedom of speech. However, exercising that freedom, I must take issue with the concept that the Auction is one giant bacchanal. It is a lovely, elegant evening where liquor is served to adult guests who attend. I cannot see where this is a bad influence on our children. I would not feel remiss taking my children to a restaurant that served alcohol to its patrons.

. . . We provide alcohol as a courtesy, not a mandatory function. I have never seen anyone leave the gym [where the Auction is held] inebriated. . . .

. . . Just as there are those of you who are sixteen and "legally" able to drive, there are those of us who are over twenty-one and "legally" able to have a drink. . . .

Both activities, driving and taking a drink (not together) are actions that take a responsible individual to handle. It is not the function of the Auction to determine an adult's maturity level. It is also not our children's.

We have a great deal of faith in all of you. Please extend to us the same courtesy.

Barbara Heinz

At the same time as students were concerned about their parents' drinking, they were also concerned about their own "rights" in this regard. Another article on the use of alcohol — this one dealing with students themselves drinking at parties — was printed in the February 2, 1987 issue of the student newspaper. Andrew Brown '87 wrote:

This school year, a few parties (three to be exact) have been held in which alcohol has been present. Low-key affairs, no more than thirty to thirty-five people have shown up. No one coerced students to attend and a variety of soft drinks was available to those not wishing to drink. As is customary, anyone who wished was provided the option of spending the night. As a result of this custom, I, in my four years of attending North Shore parties, have never seen anyone leave drunk. This is not coincidental; it is because students care about each other.

Recently, the P.A. [Parents' Association] sponsored a series of meetings in which they formed a coalition termed Parent Peer Groups. At these meetings, parents decided they would do away with the evils confronting the student body, among these, alcohol. To prove their serious intent, one of the members phoned the police to inform them that illegal consumption of alcohol would occur at the home of a North Shore student. . . .

1. Why, if drinking has been going on at parties for years, did the P.A. choose this year for its coalition?

2. Why must a coalition be formed to control other people's children? It would seem that that job is best left to individual parents. Is the P.A. implying that North Shore parents are doing a poor job at raising their children?

3. Have students been given any knowledge of or input into these decisions?

4. When no freshmen or, for the most part, any underclassmen attend these gatherings, why is a freshman parent playing such a key role in this controversy?

5. What happened to our right of privacy?

6. How far will the P.A. go? Are you willing to have a member of the student body or his parents arrested?

In the same issue of the student paper was a response to Brown — an article entitled, "Plimpton Peeved at Parent/Peer Pundits." David Plimpton '88 went to great lengths to distinguish each of the parent groups so they wouldn't be confused with each other and then went on to say:

> The spark which seems to have set all this confusion in motion is an incident earlier in the year in which a concerned parent notified the police of a potentially illegal situation, a party in which alcohol was rumored to be available. While the parent is a member of both the P.A. and the Peer Groups, she acted independently. Assumptions were made by some, including members of this newspaper's staff, that this parent had acted as a spokesperson for both organizations. With this type of reasoning, wouldn't we be inclined to believe that individual members of an ethnic group represent the philosophy of the group as a whole. I think the danger of this logic is obvious.
>
> The decision to call the police was a moral decision of the person who felt it important to get involved. None of this had anything to do with the School or the P.A. or the Woman's Board or the Peer Groups. Why condemn the groups as a whole? These parents, the same ones who also pay tuition, should be applauded for the work they do, not chastised. If the dissenting students would perhaps attend a meeting of one of these groups, as I did, perhaps they might be enlightened. If they still don't like the way things are done, that is their prerogative, but at least they will be speaking from a position of knowledge, not based on hearsay. In the future, let's all work to get complete information before coming to (often misguided) conclusions.

The lively dialogue concerning controversial issues was expected in the school community, both because the vehicles for controversy had been strengthened — the student newspaper, now called *The Diller Street Journal*, and a viable student council on both the upper and middle school levels — and because the student body had become more diverse.

Student Diversity

The School took great pride in its student diversity during the eighties. Such diversity had, in fact, been an injunction of the Long Range Plan of 1981. In response to the plan, international student programs were vigorously pursued —

The English-Speaking Union, ASSIST (American Secondary Schools for International Students and Teachers), The Rotary Program and AFS (American Field Service). In addition, aggressive recruitment increased in Chicago, aided by such programs as ABC (A Better Chance), an organization which identified talented minority youngsters and provided scholarships to independent schools. A substantial increase in the budget was allocated for financial aid. The Board reaffirmed the "goal of a student body with fifteen to twenty percent of its students on scholarship."

Another way of encouraging student diversity was the special Music Major Program in conjunction with the Music Center of the North Shore located on campus since the mid-fifties. Throughout the relationship between the Music Center and the School, the idea of a music major had been a possibility, but Hall re-emphasized the appeal of such an opportunity. The connection between the two institutions also reinforced Hall's vision of the campus as a cultural center for the whole North Shore.

Some parents who lived on the North Shore selected Country Day over local public schools because of the diversity of the student body. But the variety of backgrounds also demanded and deserved awareness and respect. Student journalist, Binay Cahn '88, noted in the February 2, 1987 school newspaper,

> NSCDS FACTS, a pamphlet distributed by the School for the purposes of information to prospective students, contains the statement that the School is composed of and accepts students from "any race, nationality, religion, or ethnic background." The annual holiday festivities around the School illustrate that some don't know or care that this philosophy exists.
>
> Although the dominance of Christmas decorations throughout the School and in the lunch room (I counted; two out of thirty-one festive designs dealt with Channukah) is annoying, my real dissatisfaction stems from the upper school contribution to the annual Christmas Concert. . . . I am merely suggesting that songs be chosen which are appropriate to everyone's beliefs.

The mid-eighties was no longer a time when the story of Luke at Christmas time spoke to the experience of almost all of the students as it had in the early days of the School. The ninth grade was no longer performing the medieval Christmas play, nor was the art department producing the Christmas tableaux in conjunction with the music department. With the increasing diversity of students, a growing number of religious backgrounds could now be found in the School. The format for the winter holiday celebration had become a series of concerts: by the lower school, by the middle and upper schools, and by the Diller St. Chorale (an adult chorus, among whom were several faculty members). In reaction to the questions raised by Cahn, the next issue of the student paper carried a response by faculty member Joyce Lopas, head of the language department and coordinator of the International Student Program:

Certainly, the words of "The Magnificat" are problematical for many students. I have experienced some of these same mixed feelings in my work with the Diller St. Chorale. The multicultural program of the lower school pleased me enormously and was, of course, very close to my heart, as I'm responsible for . . . "internationalizing" our School. Indeed, there are excellent choral works by Jewish and other composers which we should have a chance to learn and to hear, to say nothing of an expanded international repertoire. Such modification would enrich everyone's understanding and appreciation of the cultural riches of our world.

The Channukah/Christmas question is not simple. Channukah was never a major Jewish holiday until the Jewish community made it so when it found itself in the American diaspora, in response to Christmas. Israelis barely notice it, and rabbis of old also wanted to ignore it, considering the historic events too unhistoric to be worthy of honor. Because of my own upbringing and orientation, I have always enjoyed celebrating Christmas in school life and Channukah at home. We Jews of the West do live in a Christian world and continue to find it a challenge (sometimes positive, historically often negative) to find our place in it.

I hope to see NSCDS continue in its direction of educating ourselves for a pluralistic world here and around the planet. Our music program and other facets of school life can help us all to see the cultural riches around us.

The Minority Students

One of the cultural riches of the School during the eighties was the presence of the diverse group of students. Members of the Minority Union, a out-growth of the student council of the late eighties, included Indians, Asians, Hispanics, African Americans, South Americans, Tropical Islanders. In one sense, the international students had an easier time of it than the youngsters who commuted from Chicago, especially from the South Side of the city, because the latter often had to travel one to two hours each way each day. Such a journey during the bitter days of winter often demanded heroic fortitude. Other sacrifices were demanded of these youngsters: giving up friendships either because friends were jealous of their coming to a private school or because there simply was no time for socializing; seeing their families split over the choice of a private suburban school; feeling they were missing out on the mystique of public school life. As Marilyn Young '90 put it:

> I still feel like I missed out because I came in eighth grade. I really missed the public school eighth grade graduation. It's so special because a lot of kids don't make it out of high school. Here [at NSCDS] it's just natural to graduate from college as well as high school, so eighth grade is insignificant. [At the ceremony] you stand up; you sit down. In the public school in Chicago, eighth grade graduation may be the only big thing [in a kid's life], and so everyone treats it like that.

Nor was life at school very easy. Stereotypes, the students discovered, are not easy to break down, and they sneak into conversation and behavior in subtle — and not so subtle — ways. One of the boys mentioned a recent field trip to the Art Institute:

> Our bus pulled up next to a bus with little black kids on it, and the kids were holding up gang signs. And someone asked me what was the gang sign for the Latin Kings. I said, "I am not Hispanic, and I am not a member of a gang — so, sorry, I would not know!"

One of the girls mentioned her experience:

> So many people here tell me how to feel about what other people say. So many people were flipping out about the Minority Union. Somebody said to me, "Why is it you're gathering in that room to bash us?" I said, "We're not trying to bash you. We're not even thinking about you. We're talking about us."

Why then did the minority students make these kinds of sacrifices to attend The North Shore Country Day School? All of those interviewed said their parents encouraged them to come. Moreover, they were beginning to see the impact of the North Shore experience:

> I can talk to anyone now and feel comfortable.
>
> I understand there are stereotypes on both ends, but I can communicate with any race of people now that I've been at North Shore. I could even live with them if I had to.
>
> The kind of world we're going to be living in — the kind of job that I want anyway, computer science — will most likely be the kind of world I'm finding out here [at North Shore].

Many of the minority students became student leaders; they were elected as homeroom officers and representatives to the student council and became members of the newspaper and yearbook staffs. Their presence was important on the athletic teams. They often had leads in the opera and participated with great enthusiasm in chorus.

Vin Allison Retires

The music program, which had been so greatly enriched by Vin Allison for thirty-four years, lost its leader in June of 1986. As had Ramsey Duff [1931-49] before him and, prior to that, Nina Babcock Bailey [1922-30], so Vin Allison had come to embody the soul of the music program at The North Shore Country Day School. The holiday productions, the Vaudevilles, the Morning Ex sing-alongs, the

Commencement send-offs and, above all, the operas — all of these events were marked by the talent and spirit of Vin Allison. Even those alumni who had protested mandatory chorus acknowledged Mr. Allison as a positive force in their lives.

His final production in 1986 was *Yeoman of the Guard*, one of the most musically demanding of the Gilbert and Sullivan operettas. It had been performed in the School's history only four times before. Fortunately, the student talent that year warranted taking on the challenge again.

At the end of May, a grand farewell party was held for Allison; it turned out to be a musical extravaganza. Nancy Green Whiteman '71, alumni director at the time, orchestrated the party and described it in the NSCDS *Bulletin* (Fall 1986):

> The planning began a year in advance for the May 25th celebration. . . . [The special day] began with a . . . concert of performers, former Allison students who now make music their career. . . . [Included were] music and song ranging from *Carmen* and *The Pirates of Penzance* to "Honeysuckle Rose."
>
> The concert ended with a surprise chorus coordinated by Angie Galbraith Brown '65. It featured approximately one hundred alumni, faculty and former parents. Mr. Allison was asked to come to the stage to conduct this "ultimate chorus" as Sheldon Rosenbaum [resident pianist 1965-83] played the piano accompaniment. . . . Alumni classes spanning the years 1936 to 1985 were represented. . . .
>
> The dinner . . . was held in [the East Gym, which would be renamed] the Mac McCarty Gymnasium [at homecoming the following October]. . . . Because the *Mikado* was to be performed after dinner, the menu was Japanese cuisine. Awaiting the guests as they entered the transformed gym, was a large buffet of oriental delights over which hung a thirty-foot paper dragon. It was majestic in size and displayed glorious shades of red, pink and yellow. The dinner tables accented these colors with red tablecloths, pink napkins and oriental orchid centerpieces. Around the room hung large felt banners in various colors, displaying each of the School's G&S operettas and the years they were performed.
>
> The tributes to Mr. Allison began after dinner. . . . Bruce Blair '69 had prepared a special tribute by the "VBA Deadbeats," those non-chorus-types who were often sent out of the room for unacceptable conduct. . . . The group sang music from *The Mikado* with slightly doctored lyrics. . . . The culmination of the tribute was the presentation of a soft sculpture [lectern] with a lever that raised a giant hand holding the word "out."
>
> The *Mini-Mikado* was the last event of the musical celebration. Mr. Allison, donning coat and tails, raised his baton to lead an eager group of alumni in song and antics.

In the fall of 1986, Vin Allison was no longer director of the North Shore chorus. By February 1987, chorus was no longer mandatory. The Student Council had presented a proposal to the upper school faculty that winter to create a voluntary chorus following the opera in the spring. The faculty agreed, with certain stipulations worked out by Richard Hall, Lance Curlin (interim head of upper school for one year) and Geoffrey Holland (director of music at North Shore for one year). A decision was made to schedule chorus as a course during the school day in the coming years, as opposed to an after-school activity, as it had been, and to make it a fine arts elective. With those changes, chorus would be graded and carry with it one-half credit a year.

Vaudeville

It was during Vin Allison's last year that Dick Hall decided to assume the role of director of Vaudeville. In prior schools, Hall had gained considerable experience as a theatre director, but this was the first time he had tried it at North Shore. He was determined to shift Vaudeville once again from a Morning Ex talent show to a two-act evening production. The experience also gave Hall the opportunity to get to know the students in a different light. The resulting show presented twenty-five acts, involving not only students from all three divisions but a large number of faculty members as well. One of the highlights for the faculty was Vin Allison's directing them in a classical composition on Orff instruments which lower school music teacher Linda Gibson [1978-present], who ordinarily used them for musical training of the children, had taught the faculty how to play.

Student Activities

Vaudeville was only one example of Dick Hall's taking control of a student activity which he sensed needed some new inspiration and direction. The attitude of the administration in the late seventies was that if the students wanted certain activities such as student government, yearbook, student newspaper or vaudeville, they would get themselves organized and make it happen. When the student leadership was effective and the student body cooperative, things did happen; but that was not as often as Dick Hall felt it should happen. The nadir was 1978-79 when most of the yearbook photographs were burned in a serious fire in the art center; and the yearbook that spring ended up being a pamphlet. This was not what Hall wanted representing the School to the outside world. He stepped in as yearbook advisor his very first year, and the resulting yearbook of 1980 was admirable. The following year he inspired a regrouping of the upper school student council and met with them regularly at early evening meetings. By his third year he ensured that a student newspaper was once again published on a regular schedule.

When he experienced his first Work Day in the fall of 1979, Hall was distressed by the lack of organization and wasted time. Determined to do something about such

a boondoggle, he investigated ways of upgrading the experience. Within a couple of years he had the logistics of the day tightened up on campus under the leadership of art teacher Mary Wagner [1980-present]. Then, in his exploration of further possibilities, he discovered that even in the affluent village of Winnetka there were elderly people who could use help with raking their leaves. That was the solution, Hall thought, both to making Work Day truly a work day and to incorporating social service into the students' experience at the School. As sensible as the plan seemed, however, there was a serious flaw: the students had not been consulted. The seniors, especially, were outraged that their treasured activity of planting tulip bulbs with their little kindergarten buddies was scheduled out of the day in favor of social service. The student newspaper was filled with angry articles and the student council, with lively debates. A committee of students met with the headmaster and reached a compromise: the schedule would be stretched to accommodate both the planting and the serving. From that time on, raking leaves for the elderly in the surrounding community became an integral part of Work Day — along with planting tulip bulbs by the kindergartners with their seniors.

Hall's leadership skills in each of these endeavors were evident: he recognized a problem (usually lack of organization and integrating purpose); he stepped in as organizer (in the process, getting to know the students better); then he stepped aside after selecting a faculty member to continue as advisor (his way of inspiring and stretching his teachers and staff). From point to point, Hall moved through the life of the School — investigating, prodding, organizing, inspiring — but sometimes in such a hurry to reform that teachers often felt their focus on teaching was being dissipated or fragmented by all the other diverting, albeit interesting, challenges. Along with the improvement of the School in a remarkably short time came a very subtle build-up of tension.

Hall had an uncanny ability for identifying and developing leadership potential among his faculty and staff. The tasks he invited one to — or assigned, depending on one's perspective — were never easy. But they were always interesting and challenging.

Lower School

Robert Kramer [1981-90] was identified as a leader very soon after his arrival at North Shore in the autumn of 1981. Kramer, a graduate of Georgetown and the University of Chicago, and a teacher with experience both in the Chicago public and parochial school systems, was urged by friends who were alumni of North Shore to join the faculty when the much-loved Kathleen Collingbourne [1948-81] retired from the lower school staff. He recalled his early perceptions of Country Day:

> Unfortunately, in my mind at that time, the label "progressive" from my education courses, had become a label of derision and scorn. When I talked with alumni of the School, they did not refer to it as progressive but indeed described it in such a progressive way that my impression was that this was

a place where they were doing something different. And, after having experience in the public schools, as well as in the parochial schools, I realized in listening to their description, whether it was of the Morning Ex or of the curriculum or the field trips or the kindergartners and the seniors, it was a different place. . . .

I was directed from the start by Tom Doar [head of lower school, 1980-87] to — and he never used the term — be as progressive as possible. That is my interpretation of his words. Tom had a real sense of the necessary things vs. the important things. It was very necessary to have good basic skills education so the children learned to read, to write and to think properly, to be able to work with numbers. But he also understood the importance of a great deal of fun and relevance in lower school education. So he saw the importance of an integrated approach. He saw no reason for basal readers in third, fourth and fifth grade; there was plenty of good children's literature out there that could be used against the children's social studies background. If they were studying U.S. history in third grade, they should be reading novels or biographies that related to that. There was a sense in the School, especially among the older faculty, that that was what good independent schools and progressive education stood for. That was the kind of education that I had been trying to do in the Chicago schools and met nothing but resistance. . . .

The nice thing about the lower school is that one teacher has control over the curriculum for that class. I would begin the day, for instance, with the front page of the *N.Y. Times*. Then we would build classes on the information of the day. When major events are happening, that's where you will teach kids best, right from the moment, instead of waiting till you get to it in the history books twenty-five years later.

I brought in video. We played it back for children to look at themselves, building not only a sense of what they were studying but also a sense of themselves. Another important piece of the lower school curriculum was that self identity and self image were as important as learning the contents of literature. . . .

When I taught fifth grade, we used to play the Airplane Game where we would go to a country, research the country, become a character in that country, write a dialog, make a passport, do a ticket, study the flag, the colors, the song. We were combining all the skills — research, writing, art, public speaking, the ability to put together something over a long period of time.

We were encouraged to teach units that had almost a theatrical aspect to them, so that we could prepare things that could be put on stage for Morning or Afternoon Ex. I said to Tom Doar that the fifth grade would be responsible for Afternoon Ex [a lower school activity on Fridays]. Several of my students had a little band that year and would perform. Parents were

calling to see if I could get their child into the band — as if I had anything to do with it. We had a poem of the week that we presented at Afternoon Ex. A wonderful creative time. . . .

In thinking about contrasts with other schools, several things came to Kramer's mind:

> . . . the whole child approach, the Morning Ex, the integrated curriculum, the team teaching, the ability to work with other teachers from other grade levels. It was not uncommon to find first grade coming down[stairs] to fifth grade for the afternoon so that we could do our puppet shows. In literature class, we would write our plays about a specific scene from a novel, while Mary Wagner [1980-present] and her art class were making the characters into puppets. Then the first grade would get wind of it and come down and become our audience. . . . There was a wonderful sense of continuum, of the ability of kids to look ahead and realize, oh, I'll be in fifth grade some day too.
>
> One of the differences with public and parochial schools is that there everyone has a room, and they stay in their room and never go anywhere. Children are often frightened to go down the hallway to another part of the building because they've never been there before. Yet that never was the case in lower school here. You would see older children saying to the little ones, "I'll help you find it." A wonderful sense of kindness and family and friendship.
>
> Sarah Opdycke [fourth grade 1982-present] joined the faculty a year after I did. . . . We started to do a lot of things together and built a fourth and fifth grade curriculum that included a continuous social studies and literature curriculum. We would go on field trips together. . . . The School encouraged the use of Chicago as a resource.

Teaching Intern Program

By the second year of Kramer's tenure at North Shore [1982], Dick Hall had already identified a way of challenging his leadership ability; that was to start the intern program. He was to:

> . . . start bringing in some young trainees to work with experienced faculty members because we found that with the increasing diversity of students, there was a need for more small group activity. We needed more teaching hands in the classroom. In addition, the administration wanted to stretch enrollment to twenty-five in a class, with the idea that there would be some assistance. Well, there was no formal program at the time, so we had to scatter and find people who would help us do math, for instance, because it was obvious we needed two groups in math. I remember I called around to places like National College and Barat and other schools that had bachelors

programs in education and found very little interest. There is a state law that does not allow certification to be given in private school settings. You cannot be certified unless you teach in a fully accredited public school. It really was an eye-opener bcause we realized that our hope would not be in undergraduate education. We were looking for a way to tie into a program so that we would not have to give a tremendous amount of pay.

What was fortunate was that a school parent had a cousin who married a man who had been a banker and didn't like his job and thought that teaching was something he might want to do. He said he would be willing to give it a try and come and do some math teaching. He came aboard as the first intern in the lower school program. . . . He now teaches at an independent school in Connecticut. . . . Then others joined that same year.

The following September, after we had gotten our feet wet and realized what it meant to have interns in the classroom, and to monitor them, and then to evaluate them and talk about pay . . . we went into the program with both feet. We had almost every grade covered, so the program grew. Eventually, it was institutionalized. It has just made a world of difference in instruction, in terms of flexibility, the ability to take duty and spread it out over a larger group. The interest level is much higher as a result of it. There are more hands, more information.

It has been an interesting mix of people. Some are enrolled in masters' programs after school. Most of the interns come to us already with a masters degree. Or they have bachelors degrees and are interested in seeing if education is where they might want to go. It's difficult to be in a full-time program because of the time limit. We require full-time work, meaning from eight in the morning until six at night. Some take extra courses or find that they only have two or three courses left so they finish up while they are in the intern program. Some are former teachers who did a year or two and then married and now want to get back into the profession. . . . They like the flexibility of the program. The original intent though was to provide young people an opportunity to learn what good classroom teaching is and also to provide the school with a source of young talent who could help out with things like coaching extra-curriculars, and just in general to be an aid to the master teacher. By the end of the first term, all the interns are doing full-time teaching under the guidance and leadership of the master teachers.

One year is now the term of duty. It's real hard to leave after two years. We prepare people for careers in independent schools; most of them have placed very well. They have all ended up teaching. Taking a lot of care and attention with the interns is real important because if you do not have a proper personality match with your master teacher, you're going to be in real trouble. Virtually every case has worked out very well.

Middle School

In 1985 Hall offered Kramer another challenge — the headship of the middle school. The timing seemed rather natural because that was the year Kramer's intern, Richard Hart, left for Australia. Kramer recalled:

> I had been made assistant head of the lower school in my third year. I did a curricular study of the lower school and took on more things for Tom Doar because he had become director of admissions.
>
> There is something to be said about the cyclical nature of being head of a middle school. [Julie Hall had been middle school head for five years, 1980-85, and wished to return to the classroom.] So Julie and I, like ships in the night, crossed the courtyard with our bundles and packages and became alter-egos. She was the new fifth grade teacher, and I was head of the middle school.
>
> We instituted some new programs. The Northwestern [University] study told us some things we needed to do, like revamping the sports program and putting the social activities program into place for kids after school and at night. I had a lot of help from middle school mothers. . . . We opened up a school store and were able to buy things for the school from the profits. We started opening up the middle school to outside schools. . . . New Trier came in to interview kids who were going to high school there. . . . We have a nice working relationship now with their office and with Loyola and with Evanston. We're on a first name basis. We've also allowed boarding schools to come — not to recruit — to talk with the teachers and me and to send their literature. It has made all of us feel better.
>
> Julie Hall had set up the grade head system, which was a real help to the head of the middle school. It is a system that is working well, especially now in my own personal crisis. [Bob Kramer was battling cancer in 1990.]
>
> Kramer's indomitable sense of humor, his spirit of fun and his keen skills in organization left an indelible mark on The North Shore Country Day School. Tragically, this extremely gifted person died of cancer in October of 1990.

Building the New Library

Seven years after Dick Hall arrived on campus, he was ready to oversee one of the most significant achievements of his professional life: the construction of a building that would be not just a school library, but an educational and cultural resource center for the whole community. The planning had begun very soon after Hall's arrival as the new headmaster.

The Original Library

The library project was not without controversy. From the time of the completion of Dunlap Hall in 1922, the library of the upper school had been located on its top floor. During most of those sixty-five years, the facility was under the care not of professional librarians but of dedicated volunteer mothers, especially Anne Strong and Elizabeth Johnson. The first professional librarian was Stephanie Wishart who came in 1953, Perry Smith's final year as headmaster. Regrettably she died in May of 1960, and the School again depended on the services of volunteer mothers. For one year (1973-74) a middle and upper school social studies teacher, L. Jack Roth [1970-74] stepped in as audio-visual coordinator. It was not until 1974 that a professional librarian again entered the picture, at the strong recommendation of the ISACS Evaluation of 1973. Marie Lundquist was hired, a trained librarian and media specialist, who stimulated the development of films, video, microfiche and computer resources. Under her expertise, the library became a true resource center.

When Mrs. Lundquist entered the top floor of Dunlap Hall in 1974, it was a somewhat dreary place: dark, dusty, time-worn. By the end of her first year, she had brightened the room with color and light, plants and displays from her many travels. Returning alumni often commented on the warm, inviting atmosphere that now enveloped that upper level. The ISACS Evaluation team of 1980 commended "the attractive and pleasant room, one of the most effective in appearance in the building." The problem, however, was the location, removed as it was from the "center" of academic activity. The strongest recommendation to come out of the 1980 study was to proceed:

> . . . with a professional architectural consultant skilled in media resource planning, toward the development of a truly viable long-range building move for the central media center.

Planning a New Library

The recommendation from the evaluation of 1980 turned into a directive by the Long Range Plan of 1981; and the Board of Trustees' Buildings and Grounds Committee gave serious investigation to the idea of a new library. As chairman of the Buildings and Grounds Committee, Jack Burnell, brother and father of alumni, was in charge of overseeing the construction. The story is now picked up by Diane Dorn, who described what happened next in the NSCDS *Bulletin* (Spring 1987):

> . . . Their ideas were turned over to a faculty-staff committee [led by Eunice Jackson] which proposed building a facility to serve grades JK to 12. They believed a one-story structure, with areas for audio-visual work, a computer center and the traditonal library materials would be ideal. A collection of 32,000 volumes for 450 students was the projected goal.
>
> The following year was devoted to turning the dream into a reality. The architectural firm of Nagle and Hartray was chosen, and the School began the Endowing Educational Excellence Campaign to raise $3.5 million. . . .

A second library committee was formed in June, 1983 [following the death of Eunice Jackson]. Chaired by Adrienne Weisse, this group included members from all areas of the school family and would continue to be a guiding force long after the building was finished.

Initially, the committee met with three consultants: Pauline Anderson, retired librarian from Choate-Rosemary Hall; Tom Brown, librarian from New Trier High School; and Jim Godfrey, librarian and Head of the Upper School at Rye Country Day School, Rye, New York, where a K-12 library had recently been built.

After viewing the architect's presentations, the committee discussed the advantages of a JK-12 facility: there would be no need to maintain duplicate collections, and "stretching" younger students with older students serving as important role models would continue the School's family atmosphere.

A meeting with students produced other recommendations. They suggested: 1) an expanded library facility that would be immediately accessible and provide a familiar surrounding in which to work; 2) additional hours in the evenings and during the summer; and 3) quiet areas in which to work with others and places to relax and read.

After collecting suggestions from students and teachers, the committee sent a survey to independent schools around the country asking for advice and ideas. North Shore teachers also visited local school libraries and returned with ideas for library use and new materials for their own disciplines. The results of the visits, survey and the recommendations were compiled in a report submitted by Mrs. Weisse in May 1984.

Because a library is most effectively used when its resources are integrated with the curriculum, the new library will be staffed by teachers currently on the faculty. Julie Hall will serve as the Library Program Director. . . . "I am especially excited about working with lower school teachers to create programs that are extensions of their classrooms," says Mrs. Hall. "There are endless possibilities for projects like book publishing, storytelling and book reviews, among others." Mrs. Weisse will work with Mrs. Hall on upper school programs. . . .

Sue Clement [middle school and upper school science 1980-87] is concentrating on uses for the new facility in the areas of math and science. She sees the library as a resource for videotapes, scientific models and speakers. Marie Lundquist [who did such a substantial job in upgrading the original library/resource center] will continue organizing the library's daily operation. She plans to install a computerized card catalog and to join the Dialog Information Services which provides immediate access to more than one million items of information and receives Microwave Television Services via New Trier Township Television/Film Cooperative.

The selected location was the area between the auditorium and arts center and the lower and middle schools. The playground equipment had to be moved from that area — much to the regret of the lower school faculty members — to an area near the tennis courts and the circle drive. A high fence was erected to protect the playing children.

Protests against the building of the library seemed to center around two issues: one, the encroachment on precious open space on the sixteen-acre campus; and two, the question of whether a facility of such grand proportion as that planned would get sufficient student use to warrant the expense involved. Because students came from such dispersed geographical areas, the practice had been to use the public libraries within their own communities.

The Groundbreaking

In spite of the reservations in some quarters, the plans proceeded. A groundbreaking ceremony, punctuated by a brass quintet, took place on a beautiful sunny day on May 22, 1986 during Morning Ex time. The event was described in the NSCDS *Bulletin* (Fall 1986):

> Student representatives were selected from each class, JK to 12. Equipped with gold-tipped shovels and wearing NSCDS hard hats, the students dug simultaneously at seven different points along the proposed foundation of the building. When this was completed. . . , the first pair of students pulled a bolt of ribbon connected to a stake at their digging site to the next point and passed it on to the students waiting there.
>
> The bolt passed from team to team until the last leg of the trip was completed, and the students had outlined the perimeter of their new library in purple and white. The entire student body was present to witness the ceremony which included short remarks by the chairman of the Board of Trustees, John A. Wing, the chairperson of the Library Committee, Adrienne Weisse and Headmaster Richard P. Hall.

The brass ensemble sounded again as the students trouped back into their classes. With the air still reverberating from trumpets and children's voices, the workmen started on the year-long process of constructing this very special edifice.

Diane Dorn again picks up the story:

> . . . Many of the usual traffic patterns were disrupted by fences, barriers, the arrival of cement trucks and delivery of building materials.
>
> Besides these minor inconveniences, the construction provided some interesting experiences. With the roof of the new building located outside their window, the first graders have been able to watch the building process. A time capsule discovered in the middle school wall contained a *Time* magazine article on Perry Dunlap Smith, the 1955 student constitution,

Students in hard hats break ground for the new library on May 22, 1986.

The library is in the space between the auditorium (left) and arts center and the lower (right) and middle (center) schools.

Work on the entrance from the patio nears completion.

Julie Hall, program director of the library, reads to lower school children.

descriptions of school events, written by students, signatures of students, faculty and staff [and sixteen slightly corroded pennies]. Another time capsule was found in the lower school. These records of school life from earlier times were returned to the wall when the structural work was complete. A time capsule for the new library was placed in April.

Finding the Time Capsule

Nancy Geyer [social studies 1978-90] was working in the business office that hot summer day when the work foreman brought in a battered metal box (about the size of a bread box). He said one of his workman had pulled it from the wall of the middle school which had been opened up to attach a wall of the library. The workman was ready to hack open the box when the foreman rescued it. Mrs. Geyer fairly leaped out of her chair; she knew immediately what it was. With Bob Beerheide [business manager 1979-present], she took it to the headmaster's office where Dick Hall joined them in carefully opening the box. The contents had the musty odor of treasures found in someone's damp basement. They closed up the box and put it away to be reopened in another two months with fitting ceremony at the fall Faculty/Board dinner. Dick Hall, like Perry Dunlap Smith, was remarkably astute in finding ways to bond his community through ceremony and ritual; he never missed an opportunity.

Construction and Curriculum

And the school community never missed an opportunity to expand ways of teaching and learning, seizing whatever possibilities might present themselves on campus. As the NSCDS *Bulletin* [Spring 1987] pointed out:

> . . . it is not surprising that this year's construction in the middle of the campus entered into the curriculum.
>
> Adapting to some measure of inconvenience such as parking unavailability and new routes for campus pedestrians, students and faculty have not only learned to cope but have also used the construction as the starting point for class projects.
>
> Beginning last year, the then fourth grade collected outside to watch workers make borings for ground samplings. This year's fourth grade "sketched the pit," according to lower school art teacher, Mary Wagner [1980-present], and have made subsequent sketches of the spot as work progressed.
>
> Mary O'Hara, lower school science teacher [1981-87], collected pieces of concrete and steel bars and pins for her second grade class and talked with them about the new library's foundation and wall construction. She then assigned soda straw structures to be built by the students. Mrs. O'Hara also spent time discussing structures with her fourth grade class using a book she found in Oxford, England.

> John Almquist [art 1962-present] set up an 8mm camera in the window of the art studio and shot continuously, frame by single frame, a film of the excavation of the site during the summer. Several months later a delighted Morning Ex audience watched this telescoped, pixilated vision of the beginnings of their library. That fall, during Interim Week in November, Bill Freisem's [social studies 1973-90] Interim group, studying architecture for the week, included an examination of the building project and a meeting with the architects.

The Million Dollar Match

Just because construction was started didn't insure that all would go smoothly in the building process. When it became evident that substantial additional funds would be needed, the Board of Trustees appealed first to the Village of Winnetka (only to discover that it lacked statutory authority), and then to the Village of Wilmette to "authorize issuance of $1.2 million in tax-exempt bonds on behalf of the project. . . ."

The Pioneer Press newspaper published the story on March 5, 1987:

> Citing the School's contributions to the North Shore, school trustee Cameron Avery told the board, "The bond issue will be without cost to Wilmette, without risk to Wilmette, and without risking the bonding capacity of Wilmette."
>
> But trustees [of Wilmette] quickly reached a consensus that they were philosophically opposed to using bonding authority to benefit a private party without a quantifiable return for Wilmette.

In spite of the dark cloud of unresolved financing, the progress on the building continued on schedule, and the doors opened to the School in September of 1987. That autumn at the Faculty/Board Dinner, along with the opening of the time capsule, a stunning announcement was made by John Ake, chairman of the Board of Trustees. Anonymous donors had made a gift of $1 million in honor of Headmaster Richard P. Hall. The gift, for salary endowment, was to be matched by the School community. This gift and the match, if raised, would finance increased faculty salaries and the remainder of the library as well.

The Year of Building

The challenge was set. The 1986-87 school year was begun with renewed hope. That was the year of concrete trucks and construction trailers, porta-potties and cyclone fencing; the year the gravel road slashed across the campus, and Paul, the little Friar Tuck-like man from Eastern Europe, stood sentry next to the auditorium — no matter what the weather — to ensure the safety of the children as they crossed the path of the construction trucks; the year the neighbors sat watching, waiting for any infringements on the School's agreement that there would be as

little disruption to the community as possible; the year Bob Beerheide turned out weekly progress reports from the business office to the faculty and neighbors, warning them of any new sources of noise or traffic; the year that parts of the middle school were torn up because the northeast corner was to be attached to the new library; the year the seventh graders came to inhabit the upper school: simply moved in — desks, books, lockers, pre-adolescent noise and all; and the year the upper school faculty discovered it was kind of nice making some new smaller friends, and vice versa.

Fortunately, the weather was relatively mild that year. By the time the overcast days of mid-winter had set in, the exterior work was almost complete, and the workmen had moved inward, like moles, to burrow through the dark concrete rooms and make them habitable. By the time the warm days of late spring and early summer came, the stark, sterile structure was beginning to take on the aura of the artist's conception which had gripped the imagination of the School family. Like small birds hatching in the trees scattered around the campus that spring, so new ideas were hatching for wonderful activities to take place in this dream-structure. Even the roof invited extraordinary possibilities: additional parking (perish the thought!), place for a mounted telescope, warm-weather study space, picnic and square-dance area, base for a world map that could be chalk-colored by students during appropriate social studies units.

Further encouragement came with a $35,000 grant from the Edward E. Ford Foundation (the second of three) for the upper school section of the new library. The Foundation's purpose was to "encourage and improve secondary education as provided by independent schools in the United States." The summer slipped into autumn as finishing touches brought construction to a close. Summer-sunned students returned to school; a new academic year was begun. But this year was special.

The Library Opens

After four years of steering library planning and construction down an often booby trapped road, Adrienne Weisse was able to heave a sign of relief and proudly say to the public in the Fall 1987 NSCDS *Bulletin*:

> What distinguished the opening of this school year from all of the sixty-nine preceding years? The new Library. . . . A number of inaugural events have been scheduled to appeal to the whole school community. . . .
>
> During Homecoming on Saturday, October 17, the Library was officially opened with a ribbon cutting ceremony and balloon release during half-time of the football game. . . .
>
> The Family was the focus of the events in October. A Book Fair . . . was held. A committee . . . is working with three Winnetka pre-schools and the

Winnetka public schools to publicize a common philosophy of education from which parent education materials and programs will develop.

Grandparents' Day . . . was celebrated . . . by storyteller Jim May. As a follow-up, there were units on storytelling, storytellings at lunchtime and collections of tales told by grandparents.

Further Inaugural Events

Library inaugural events continued to embellish the School calendar during 1987-88.

Visiting Authors, Art and Architecture

The opening of the library's Art Gallery was the first official event held in the new building that fall. The Art Committee, led by Suzanne Folds McCullagh '69, a curator at the Art Institute of Chicago, chose for the opening exhibit the paintings of Tison Keel, class of '67 and graduate of the San Francisco Art Institute. This was the beginning of many exhibits. Working with the art faculty, the committee selected exibits to complement the curriculum; displays ranged from painting to pottery, from quilts to collages — faculty and student work as well as professional. Following the inaugural exhibit, Keel's presence lingered on campus; six of his paintings enhance several of the buildings of the School, the gift of an anonymous donor. There are other original works in the library by Brian Wildsmith, Natalie Babbit and Stokely Webster '30.

In November, Gwendolyn Brooks, the Poet Laureate of Illinois and Pulitzer Prize winner, spent a day on campus, sandwiched between Morning Ex for students and "An Evening of Poetry: Reminiscences and Recitations" for adults. Students researched her life and work and, yes, wrote poems for her visit.

In May of that year Natalie Babbitt, award-winning children's author and illustrator, came to campus and shared with the children and their parents some of the sources of her ideas. Another program focused on architecture. Beginning in May and finishing in June, Bill Hinchliff '64, by invitation of the Art Committee, presented a series of slide lectures on the history and architecture of Chicago's North Shore.

Civil Rights

During January, February and March, the 200th anniversary of the Constitution was celebrated by focusing on the Civil Rights Movement. The winter's events were coordinated by Scoot Dimon, new head of the upper school [1987-1991], educated at Davidson College and Emory University, who wrote his master's thesis on Civil Rights and the New South Politics. The climax of the series of Morning Exes presented by national and local Civil Rights leaders was a visit by

the 1988 Harold H. Hines, Jr. Visiting Fellow, Dexter Scott King, son of Martin Luther King, Jr.

Puppetry

In February 1988 the puppeteer Michael Montenegro, funded by the Illinois Arts Council, returned to the campus to work with students in his extraordinary style of puppetry and mask-making. The preceding year he had spent the autumn with the eighth grade class of 1987 preparing a puppet-play of Shakespeare's *Macbeth*, but as Nancy Travis [publications 1985-88] said:

> . . . It was not your typical hand-puppet production, but rather a skillfully constructed, massively organized project. . . .
>
> Preparation . . . began in September when the entire class read and studied themes in the Shakespeare play as part of their English curriculum. When this task was completed and the students were comfortable with the action within the play itself, work began on the construction of the puppets.
>
> . . . [E]ach student made two masks. . . . Similarly the entire class participated in learning how Bunraku puppets are made, from general background to specific details on the construction of the movable, jointed limbs and hands. The Bunraku puppets were used in the production.
>
> Working in small groups for specialized construction projects, the students chose areas of special interest. While some groups carved pieces of wood and made joints and hands, others sewed costumes, padded the limbs or worked on the music and script. . . .
>
> When the basic construction had been completed, the students took turns learning to manipulate the puppets during improvisation workshops. The purpose of the exercises was to help the students become accustomed to working with the puppets as well as with each other. Each puppet, manipulated by a group of three students, required not only teamwork but a certain amount of anticipation, coordinating right hand with left, head with body.
>
> With the help of lighting, music, simple props and black-hooded players, the school community witnessed a truly professional production.

The end result was spellbinding. Seldom had a Morning Ex audience sat in such mesmerized silence.

During Montenegro's second visit, the eighth graders of 1988 worked primarily with masks. The freshman anthropology classes created shadow puppets and presented creation myths with light, shadow and percussion.

The International Children's Book Collection

Adrienne Weisse and her committee were justifiably proud of the International Children's Book Collection, which was unique to the area. Her commentary appeared in the Fall 1987 *Bulletin*:

> The collection will be composed of three types of works: 1) books written originally in a language other than English; 2) books translated or retold into English and 3) books originally in English translated into other languages.
>
> The nucleus of the collection will be a complete set of the Batchelder Award books. These are books recognized by the American Library Association each year since 1966 as the finest translation of a foreign children's book into English. Mildred Batchelder, who lives in Evanston, will be a helpful resource.

Dick Hall was inspired to contact each of the international consulates in Chicago to request a representative children's book for the collection. A member of the Chinese consulate personally delivered a whole box of children's books! Hall was so excited he invited everyone who was on campus at the time to come into his office to see the treasure. Included in the large assortment was the Monkey Series of picture books as well as a twelve-book course in Chinese appropriate for elementary school-aged children.

Julie Hall, program director of the library, commented:

> In the face of a continually shrinking globe, we hope the library will become a center for the exchange of international children's literature and the values and perspectives they represent.

Beginning in 1987, the international exchange students were asked to contribute their favorite book to the collection. Sometime during the school year the students had the opportunity to read selections in their native language to the younger students. Members of the School community were also invited to contribute to the international collection by bringing gift books back from any travels abroad, keeping the collection very much alive.

There was also a publishing center where student publications were on display and where books by alumni and copies of student work in national children's magazines could be seen and read.

Other Activities

Because of the large floor space, the library was ideal for displays (Science Fairs and Interim Nights), for lectures, slide presentations, and, on occasions, even concerts and formal dinners. Many people from the Chicago area, who had had no prior contact with the School, discovered its existence through attending one of

such events. A cultural center for the whole North Shore area — the vision of Dick Hall and the Library Committee — had become a reality.

Completion

Those seventh graders who had spent the construction year in the upper school returned to the renovated middle school to enjoy the new bright and spacious science and art rooms as eighth graders. The November 1987 *Country Days* described what happened:

> Still putting the finishing touches in the halls and on the walls during the first few weeks of school, the students from the School's middle division passed workmen in the corridors daily. When the work was all done, the seventh graders showed their appreciation by hosting a party for the school staff who had worked so hard in the summer and early fall to clean up and set up these new places to learn.

When the construction trailers were finally removed, along with the fencing and the gravel road that had scarred the field in front of the Diller St. Theater; when the sod had been put in to repair the scars, and trees and shrubs to fill in some bare places; then the campus began to look more as it used to — with one big exception. Now, nestled into the space where once stood Eliot Hall of Girton and early NSCDS days, where once stood the playground of the lower and middle school children, there now stood the "One Building Serving Many Purposes" which had arisen from the imagination of the Long Range Planning Committee at the beginning of the decade.

The Harold H. Hines, Jr. Fellowship

The inspired leader of that committee had been Harold H. Hines, Jr., husband of Mary Pick Hines '49, father of three North Shore alumni, and dedicated member of the Board of Trustees. A man who had a firm personal commitment to service, he was constantly challenging the School to manifest its motto: "Live and Serve." The library was meant to express that motto on a community level by becoming a resource, not just for the School, but for the entire community. Regrettably, he never lived to see his dream come to fruition. He died suddenly in 1984, a great loss to the entire School family. In his memory his wife, family and friends established the Harold H. Hines, Jr. Visiting Fellowship to bring in outstanding individuals who would address the topic of ethics and service in the contemporary world. The first guest lecturer in 1985 was A. Bartlett Giamatti, then president of Yale University, the *alma mater* of Harold Hines. Giamatti spoke on ethics in sports.

In 1986 the guest was Franklin A. Thomas, President of the Ford Foundation, who spoke to the North Shore community on national service. Hoping to stimulate discussion of the idea of required social service at the high school level, he suggested that service as part of the high school or college curriculum then

"becomes part of a liberal arts education which adds ethical weight to the professional world."

The day after his lecture, he appeared at Morning Ex along with a panel of students from Lake Forest Academy, Latin School of Chicago, Glenbrook and New Trier High Schools. The purpose was to "try to think issues through together. . . ." A heated discussion followed, concluded by Mr. Thomas' remark that through mandatory service "students will create a shared common experience of service: learn, grow and experience by helping others."

Alex Silets '87 wrote a reflection on the visit in the February 2, 1987 issue of the student paper. The major concern of the students on the panel seemed to be financial — how the government was going to pay for the program — rather than the value of the service experience itself as a way of learning and growing. Questions were posed such as:

> . . . Is it really in the government's best interests to add hundreds of millions of dollars to the already astronomical budget deficit?
>
> Which corporations would be willing to donate enormous amounts of money, especially without substantial tax incentives?

Silets and her fellow panelists felt the need for "more concrete guidelines," for "taking a well-defined position which the youth of our nation can understand." She suggested that if:

> . . . Thomas and the Ford Foundation seek commitment from the youth of America, they must be prepared to offer a viable proposal to induce young people's sense of awareness and commitment to their country.

Service

It was becoming evident to educators, inspired by the Carnegie Study among others, that "awareness and commitment" have to be trained into youth. Richard Hall and a number of Board members had a strong commitment to incorporating service into the experience of every North Shore student, at least in the upper and middle schools. This was accomplished in a number of ways: through Work Day leaf raking for the elderly; through dedicating two of the four Interim Weeks during a high schooler's four years to social awareness and/or service; through collecting food and clothing for the poor.

Individual teachers also picked up the banner. The second and seventh grades, under Jennifer Pliska and Sue Gundlach, started a Thanksgiving tradition of collecting used children's books to be delivered to the Chicago Headstart Program during Children's Book Week in mid-November. The ninth grade girls' homeroom, under Adrienne Weisse, worked for Hadley School for the Blind one afternoon a week. The developmental psychology class under Nancy Geyer

engaged in participant observation in the lower school, at the Cove School for learning disabled youngsters in Winnetka and at the Presbyterian Home for the Elderly in Evanston as part of their major research project. The middle school held an annual holiday sale of traditional crafts for Plowshares, an organization supporting the preservation of traditional skills of low income craftspeople.

In the early eighties, around the time the Carnegie Foundation recommended thirty hours of service a year as part of a high school experience, a faculty and student committee was formed by Hall and chaired by Adrienne Weisse, to explore the possibilities of a more comprehensive service program. Two major obstacles emerged from the intense discussions during that year: 1) the students already felt stretched to the limit with academics, sports, dramatics, yearbook, and in some cases jobs, and 2) the idea of "volunteer" service being required was an anathema to the students. It was a mistake on the part of the administration to introduce the concept as "volunteer service" rather than simply as social service (a part of everyone's education, just as math or science is). The compromise reached by the committee was to recommend at least one service experience a year for all upper school students, either with a group project or on an individual level. Summer was as acceptable a time to do it as the academic year. Such service was recommended and encouraged but not monitored.

Service Day

In order to provide ideas and resources for service projects, Diane Janson, school parent and recent chairperson for three years of the Parent Association, was invited by Hall to become Service Coordinator because of her strong organizational skills and personal commitment to the idea. A Service Day was planned for mid-December 1985. The original concept was that each upper school class would be introduced to a service agency and then continue volunteer assistance on a regular basis throughout the year. The freshmen went to the Chicago Child Care Society in Hyde Park and spoke with a school parent who headed the Juvenile Protective Association in Chicago. The sophomores worked with The North Shore Senior Center in Winnetka to help with a holiday party for senior citizens. The juniors went to Misericordia and the seniors to the Jane Addams Center. The most powerful experience was that at Misericordia where the students were put into helping positions immediately, working with severely handicapped children. The least satisfying experience was that portion of the day at The Jane Addams Center where a social worker lectured to the seniors for an hour on the range of services available.

The lesson that emerged from the day was that if students are going to serve, they wanted to jump into a project with both feet, not sit and listen to theory. The sophomore relationship with the Senior Center in Winnetka turned out to be the most feasible, and, for most of the students, a very satisfying program; proximity was a distinct advantage. Traveling into Chicago, which took forty minutes to an hour each way, to engage in a regular activity simply was not practical, at least not during the week. Weekends were not considered seriously because of sports, jobs and family commitments.

Moreover, many parents were resistant to their children taking time from the academic calendar to engage in what they felt were extraneous activities. Some faculty members were protective of class time and felt that such activity was a further fragmentation of their teaching efforts. Diane Janson recalls:

> . . . that these organizations I had been talking with — and I had spoken to dozens of them — really wanted a consistent commitment on our part. And I wanted permission to pull a student away from a basketball practice on a certain day — Thursday, for instance — for an hour's work somewhere each week for six to eight weeks.
>
> I remember the time when parents were questioning whether to leave "service" in the Long Range Plan. There were some jokes about changing the school's motto, because "Live and Serve" asked a lot of kids who were already very busy with studies and extra-curricular activities.

The project had come to an impossible impasse. For the time being, the solution was to put more effort into raising social awareness — through Morning Exercise programs and in academic courses where appropriate — while at the same time continuing to require at least two of the four Interim experiences in high school to be those of social awareness and/or service, which was carefully monitored. The School as a whole continued to carry on the kinds of food and clothing drives that had always been a tradition, but the faculty and staff, for the most part, realized and regretted that the school motto — "Live and Serve" — emphasized more the living than the serving. Sharon Dole, in looking back over the decade, sighed and commented, "Dick wishes he had had a bigger impact on the service program."

Social Awareness

If the school community was not quite living up to the the "Serve" part of the motto, at least it took very seriously the challenge of awareness. The headmaster and his faculty went to great lengths to make sure of awakening students to the world beyond the campus. The increased diversity of the student body during the eighties ensured this process as did the active international student program. Morning Ex guests represented other countries and viewpoints, and the Harold Hines Fellowship brought in lecturers who were performing significant tasks in society.

Mira Nair

One such person was the 1989 Hines' Visiting Fellow, Mira Nair, the filmmaker from India, who wrote, directed and produced the award-winning film, *Salaam Bombay!* The middle and upper schools had the opportunity to view the film in early February, the day before Ms. Nair arrrived. One student commented in the student newspaper on the profound effect of the experience:

> Living on the North Shore, I cannot begin to comprehend the life of the street children of Bombay. This movie is so powerful, however, that I am able to feel the pain and suffering of these children. . . . This movie has forced me to reassess my role in life here in Winnetka. I have rediscovered that there is a world out there of over a billion human beings who don't have all that we do. . . .

The students discovered that the story of making the film was every bit as fascinating as the story in the film itself. The young filmmaker told the packed audience in the Diller St. Theater:

> The challenges often seemed overwhelming. . . . While there were times during the filming of *Salaam Bombay!* that I wanted to die, or at least be knocked off for a couple of months, I kept going because I had a vision.

Mark Salzman

The Harold Hines Fellow of 1990 also had a vision — one that led him in pursuit of Chinese language, culture and martial arts. Mark Salzman, author of *Iron and Silk*, the collection of stories about his experiences in China, stunned the North Shore students with his revelation that he quit high school when he was sixteen and that accidents opened up amazing adventures to him. Neither of these factors seemed to reduce his chances of success, the Phi Beta Kappa graduate of Yale told his young audience.

> Find the part of yourself that really enjoys things. Once you decide what you want to do, you will work hard at it. . . . I would have loved to have gone to school in a place like this. . . . Enjoy what you have right now rather than torturing yourself to sustain a standard of living you think will make you happy. . . . Day dream, take naps and leave some things to chance.

"Project!"

Dick Hall may not have believed in leaving some things to chance, but he certainly was willing to take a chance. In fact, he took an extraordinary risk the fall that "Project!" came to campus. The difficulties of getting students "out into the world" became obvious the year before in the monumental logistics problems on Service Day. In fall of 1986, it was decided to bring the outside world to North Shore. Diane Janson, (who had stepped in as interim director of development during Nancy Emrich's maternity leave), with an eye to continuing to raise social awareness on the campus, remembered the summer she found "Project!":

> Dick was in France. I realized that "Project!" would be a really wonderful experience. Dick came back, and this was the level of risk-taking that he was capable of — we had to commit $10,000 to bring "Project!" here. [The production was very expensive to mount as it required seventy television sets on stage simulating windows in a high rise project.] And Dick could

not go to the Board for that kind of funding. He looked me square in the eye and said, "I'm willing to commit to it if you are." Of course I was. So we sat here every night. I didn't know how to use the computer to generate letters at that point. I was on a typewriter typing out individual letters to all of the principals in the area. Dick was following up the letters with phone calls. We did that whole campaign to publicize "Project!" in late August and early September and built an audience large enough to cover our costs.

Nancy Travis [publications 1985-88] described the experience in the November 1986 *Country Days*:

Cabrini-Green [housing project] came to North Shore on September 22-23. It was probably the first time that so different a group of people visited the campus with such a compelling and urgent message.

The story of their lives, hopes, dreams and heartaches at Cabrini-Green was presented through the dance and song of a musical docudrama. It was entertainment, as the School community and area residents watched a professional cast at work; it was a chilling message, as lyrics clearly described not only anguish but also an absolute will to survive.

There was much that was noteworthy about "Project!", from the inspiration of Patrick Henry and his creation of the musical, to its rave reviews, Chicago-area T.V. and press coverage and possible national attention. So significant is the production that the Illinois Arts Council awarded the School a grant to [help] support the performances on campus.

The visit was memorable for other subtle and more significant reasons. The talented cast members we saw on stage are all residents of Cabrini-Green, previously untrained in the theater. The lyrics of all the songs were taken from interviews with the project's residents, many of whom were in the performance. Our school community shared the experience with other school groups and residents who watched the performances here because they understood the importance of hearing the message first-hand and recognized the significance of educating themselves to this inner-city community whose attention in the news to this point has emphasized the harshness, the violence, the deprivation and has neglected the . . . story of the people there who have had to endure.

The impact of a production like "Project!" is most clearly felt when the actors on stage break through the differences that so separate their experiences from the people in the audience. By finding one common thread between those standing on the stage and those sitting in the audience, the players cease to be mere characters and become real people; their story no longer a performance but a conversation.

For some in the audience, the recognition came at seeing individuals peering out from caged windows, clinging there to their confinement in

frustration or despondence. For other observers, reality hit when one lone man sang of the barriers he meets in every turn and finally, in frustration, asks, "Where do you want me to live?"

The real story in "Project!" however, came after the auditorium cleared and students walked out of the darkness and into the day. For many, the production was "cool," "great," "awesome," and "so scary," but still out of touch. Then, in a spontaneous moment, they met the people in a one-to-one encounter.

It began in the cafeteria after Tuesday's performance. Diane Janson . . . invited the cast to lunch provided that they "mingle with the students." The visitors were met by individuals and groups of students and faculty who paused to thank them for coming and to offer their praise.

Eager to mingle, the cast answered questions ranging from how it feels to be a "star" to inquiries about gangs and living amidst daily incidents of violence. One to one, they laughed and talked, and each group, equally alien to the other, listened, understood and became friends.

With another performance to follow in the evening, the cast remained on campus. Conversations begun at lunch continued. Outside and in the gym, cast members and students began football and basketball games. In these ways, the common link was found that caused the past performance to become a deeper, personal experience — for both groups.

Unplanned and unorchestrated, what happened at the steps of the Arts Center typifies the kind of spontaneous interactions that made the whole experience worthwhile.

However it began, Jordan Rosen '87 and two "Project!" musicians were involved in a jam session — North Shore guitar, Cabrini-Green drums and sax. It was communication in a very personal sense, through music. Students, faculty and cast members gathered in the sunshine to listen, to dance and also, without speaking, to participate in a shared experience.

Students were still talking about the "Project!" experience at the end of the decade. And "Project!" went on tour to Europe and to international acclaim.

The autumn "Project!" came to campus was the same autumn the East Gym was dedicated to Mac McCarty and just a year after Mac won his 200th game as a football coach. There was great celebration for both events.

Global Experience

The School's longstanding commitment to pushing student awareness beyond the campus boundaries was supported to its fullest extent by Dick Hall and his

encouragement of the International Students' program at North Shore. Such organizations as The English-Speaking Union, Rotary International, A.S.S.I.S.T. (American Secondary Schools for International Students and Teachers), and Experiment in International Living (which Perry Dunlap Smith had so encouraged at its inception) were all part of the global experience of the students at Country Day.

If Dick Hall had had his way, each one of the students at the School would have had an intensive, personal experience with a foreign culture. Not achieving quite that goal, he realized there were lesser, but still valuable, possibilities: students who were not able to go to another country during Interim Week or on a summer program could have the opportunity to welcome an international student into their circle of friends or even their home. To become a host family was a privilege and an important responsibility for a school family. "A spare bedroom and a large refrigerator," as one host parent suggested, were all that were needed, plus a desire to share their version of American life. Students came yearly from England, Germany and Spain; less frequently from France, Belgium and Korea; and occasionally from countries such as Brazil, Columbia, Thailand and Western Samoa. NSCDS was one of the first secondary schools in the country to welcome a young student from Mainland China. Shi Xiao Feng came from Shanghai in 1986.

China Study

Perhaps it was Xiao's visit that year, or perhaps it was simply the growing consciousness of China through the news, but, in the the spring of 1986, the lower school faculty developed a "multi-age, multi-aspect curriculum" focused on China, which was carried out for two weeks in February of 1987. During that time the students completed their formal school day at two o'clock and then went to their selected mini-course group. The NSCDS *Bulletin* (Spring 1987) described some of the courses:

> . . . building a model of an ancient city, boats (that also included the construction of a model of the Hong Kong harbor), calligraphy and paper making, Chinese kites, cooking, panda bears and tigers and the Forbidden City.

Some of the parents even became involved as resource people. Tom Rosenbluth, third grade teacher and director of lower school curriculum [1983-87], commented on the value for teachers and students:

> It gets the teachers talking about how to teach a subject. .. The kids will think about different ways of learning — through dancing, singing, building a model, studying geography, language or going to a restaurant — because they have seen it with China.

Children of War

Multiple ways of learning were always a challenge to the faculty. Belief in the teaching-value of life experience manifested itself in the late sixties by encouraging

students to attend Civil Rights and anti-war demonstrations, in the mid-eighties by encouraging students to attend the Children of War Tour. Joyce Lopas took a group of upper school students to Northwestern University in November of 1986. There, twenty-six young people from war-torn nations, touring the United States in recognition of 1986 as the United Nations' Year of Peace, came to tell their stories to young Americans. As described in the Spring 1987 *Bulletin*:

> Jon Oakley '87 went to this conference because he felt out of touch with world problems. He still feels that the facts are hard to find and interpretation even harder. When the touring students expressed views contrary to those commonly held in the U.S. or suggested that our government might be following a course detrimental to other people, natural reactions were anger at being criticized and the thought that the students might be lying about conditions in their countries. However, Andrea Nash '87 comments, "They didn't come to tell us how bad we are but to tell us that we live in a free society where we can make a difference if we ask for information and act on it. They can't. If they try they are imprisoned or killed."

The *Bulletin* also described the seventh grade experience:

> Although the conference was presented for and by teenagers, Robert Kramer and Sue Gundlach decided to take the entire seventh grade. Mrs. Gundlach worried that it would be hard for the younger students to sit for so long a time and listen to material that might be over their heads, but she felt it was a valuable experience for them to hear what others had lived through and to see several hundred older American students taking it seriously.
>
> Some seventh graders did find it boring, too deep or hard to understand because of the speakers' accents. Other students were profoundly moved. "It made me angry." "I was really sad for those people because they can't go home." "Some people thought the conference had nothing to do with learning, but if we don't learn about this pretty soon we won't have a second chance." "How can what happened four hundred years ago be important when we're about to blow up?" were some comments.

Once again, the value of risk-taking in teaching was reinforced as was the value of global contact among the young.

Interim Trips

Foreign travel beckoned at Interim time. The trip to London with Mrs. Jackson in the early eighties proved so rewarding that it was picked up again by another British teacher, Lynda Wood [kindergarten 1983-present]. There were a number of variations developed by Mrs. Wood and other teachers on the British theme: theatre with English teacher Jack Pasanen; London and Paris with French teacher Adrienne Weisse; English history with social studies teacher Bill Freisem. The students during the eighties developed a keen interest in all things British, given

the Interim trips (either going or hearing about them from a friend who went), the yearly British student from The English-Speaking Union, the presence in the school community of several students who had been born in England and the ultimate experience — going to England oneself after graduation for a year with The English-Speaking Union. Almost every year during the eighties, a North Shore student took advantage of the E.S.U. opportunity.

The other country that evoked intense interest during the decade was the Soviet Union, an interest reinforced by the trips led by art teacher Jacqueline Melissas [1980-present]. Shortly after her tenure began at North Shore, Mrs. Melissas had the opportunity to travel to the Soviet Union with art educators, and she subsequently prepared a traveling exhibit of students' art from NSCDS to tour Russia.

In 1984 she led her first Interim trip there and prepared to lead another two years later, around the time of the televising of the disturbing film, *The Day After*, which accentuated the fear of the Russians. The rationale and preparation were described by Mrs. Melissas in the Fall 1986 *Bulletin*:

> The trip two years ago was a real peer to peer exchange. . . . Going to Russia changes your thinking and gives new perspectives on world problems. We didn't anticipate the reaction to meeting Russian people. There is a real difference between the government and what the people are like. In that respect, it was a journey of hope.

David Plimpton '88 remembered that first trip; he was an eighth grader (when the eighth grade participated in Interim Week). Although his parents were excited for him, he was feeling very anxious. He remembered the Russian students explaining the Soviet boycott of the Olympic Games. He also recalled being stopped on the way out of the country because the officials were not sure the photo on the passport was his. They made him write his signature several times and finally let him go. His parents mentioned to him later that it was three weeks before he talked about the trip at home. He was in culture shock, they realized. The trip had had a profound impact.

Adequate preparation was essential for both trips. During the fall, students met at school and in homes for films and discussions. They read Russian literature and resource books. Yet, they discovered how much more the Russians know about America and Americans than vice versa. Mrs. Melissas commented, "We have this picture of them at barbed wire, scratching to get out, but it's not that way at all."

Again, from the *Bulletin*:

> Through the auspices of the Citizen Exchange Council, a not-for-profit organization in New York established after the Cold War, Mrs. Melissas hopes the experience will play a significant role in the lives of these students after their departure from North Shore. "These kids are tomorrow's leaders. They have the potential to become people who can

affect the world in many ways; people with power, the doers, the policy makers, the corporation leaders. . . ."

Two years after his graduation from North Shore, David Plimpton '88 undertook a summer internship in Washington, D.C. in preparation for a possible career in international relations. The Interim experiences — England and Germany as well as the Soviet Union — had laid the groundwork.

Holocaust Studies

Global enrichment was expanded by the generous pledge in 1987 from school parents, Robert and Penny Tepper, for Holocaust Studies. By fall of 1989 a trimester course on the Holocaust was in place in the upper school social studies curriculum. Co-taught by Scoot Dimon, Julie Hall and Joyce Lopas, the course adopted the "Facing History" approach (a national program for teaching the Holocaust) and culminated with an Interim trip to Germany focusing on World War II and the Holocaust. By extraordinary coincidence the group was in Germany when the Berlin wall came down. They did indeed face history in November of 1989, a time these students would never forget.

Renaissance Festivities

Global learning, however, was not limited to the contemporary world. In 1987, middle school social studies and English teacher Doris Galbraith and her sixth grade students took on the monumental task of presenting a Renaissance Feast. The *Bulletin* described how it was set up:

> After their return from the winter holiday, the students began research into the renaissance period. One such project required the sixth graders to write a daily journal as a renaissance person. Although the creation of a fictitious person was the basic vehicle, it was necessary for the students to understand enough of the mood, activities and point of view of the period to write an authentic account of daily life.
>
> Simultaneously, one or two art periods a week were devoted to work on the feast that was to complete the students' study of the renaissance period. Dividing into permanent groups, students prepared music, wrote the script for the evening, prepared the banners for the "Great Hall" and worked on short presentations for dinner entertainment.
>
> The result was a magnificent feast. . . . Entertainment before and during the dinner included a violin trio, jugglers and acrobats, recorder music, jesters, magicians, comic routines and dramatic and choral presentations. The sixth grade fed and entertained about 110 people.

Thus was an annual tradition created. Winter was no longer complete in the middle school without its Renaissance Feast.

Ye Olde Madrigal Christmas Feaste

Ye Olde Madrigal Christmas Feaste, another Renaissance tradition, was started at holiday time of 1988 by Jay Fry, the new performing arts department chairman. Elizabeth Conrad '84, who helped prepare the costumes, described the event for the February 1989 *Country Days*:

> Guests clever enough to order tickets to the sold-out evening were announced by title and name upon entering the hall and were led respectfully to their places by candlelight, surrounded by freshly cut evergreen boughs and colorful banners.... With a flourish of music, our hosts entered singing... The traditional wassail toast rang through the hall; the boar's head was paraded through the assembly, and the evening had truly begun.
>
> Not since the days of Vin Allison's Camarata Vocale has the North Shore family had a chance to enjoy such expertly performed madrigals.... Many guests came either in clothing that fit the festive mood of the evening or in actual Renaissance costume.... Ye Olde Madrigal Feaste has certainly earned its place among our well-loved school traditions.

Facing AIDS

In spite of the the fun of Renaissance feasts, the exhilaration of global outreach, the enriched curriculum, and the renewed vigor in Vaudeville, the school community was suddenly brought face-to-face with the reality of the world-wide epidemic of AIDS.

During the school year 1986-87 a controversy erupted in the local Wilmette public school system over the presence of a student with Acquired Immune Deficiency Syndrome (AIDS). Silence was broken in the Country Day community when the Board of Trustees decided to issue a policy dealing with the problem. Parents received a bulletin stating the School's stand which they were assured was "consistent with the recommendations made by the Center for Disease Control and the guidelines issued by the Illinois Department of Public Health and the Illinois Board of Education." In addition, Dick Hall, supported by the Board, decided that the students needed some deliberate education on the matter, the best that could be obtained. By another remarkable coincidence, the physician considered at the forefront of AIDS education in the nation happened to be a school parent, Roy Schwarz, M.D. He happily agreed to give a Morning Ex on the topic to the upper school. It was a sobering experience. Dr. Schwarz spoke in the kind of language accessible to every student present without boring the youngsters with meaningless statistics. To the hushed group of students, he laid out the facts and told them how to protect themselves, particularly emphasizing abstinence. A year later, in the autumn of 1988, he returned to provide an update.

The Mural Project

Nevertheless, the irrepressible zest for life could not long be subdued, even by so serious a threat as AIDS. A remarkably creative program was announced in the autumn of 1987, a Master-in-Residence Program, named in honor of Richard P. Hall, which set the school community's creative juices flowing. The ingenious donor was Mary Pick Hines '49, a former school parent and alumna and, at that time, president of the Alumni Association. The idea of the program was to bring to the campus an individual who had stature and expertise in a special field applicable to elementary and/or secondary education. Each year's master would have a tenure of no less than three months. A great part of the creativity of the Program was involved in the choice of the master every year by a faculty committee. A Morning Ex guest, discovered by the the Art Committee, who visited the School the following spring proved to be an ideal choice to launch the program.

Cynthia Weiss, the first Richard P. Hall Master-in-Residence, was an artist who had designed and executed murals in and around Chicago. For the Master-in-Residence project, however, she did neither the designing nor the painting. In collaboration with art teacher, Jacqueline Melissas, she employed the ideas and energy of every lower school child, of every middle school art student and of every interested upper school student — and even faculty and the headmaster.

The spring 1989 *Bulletin*, described what happened next:

> Through classroom discussion, they began their search for the painting that would "belong" in the cafeteria. All the ideas, the designs and the hard work came from the students. The theme they chose was "From Country to City. . . From Earth to Sky" which also incorporated the creation myths which the seventh grade was studying.
>
> Every lower school child created a drawing of farm, jungle or underwater animals, birds or horses. Then each child painted his or her creation on the walls under the windows. Meanwhile, the middle school students, who were the core group, selected from everybody's separate drawings of sky, people, trees or buildings those that would compose the mural. They painted these selections on the pillars and beams of the cafeteria.

During Interim Week that fall came the final big push to complete the mural. Students from the upper school who signed up for the Mural Project became part of the core group of painters along with the middle school artists. Taking breaks from the long days of painting, the Interim group made field trips into Chicago; one was to a commercial muralist's loft, another to the Mexican Fine Arts Museum in the Pilsen neighborhood, an area noted for its fine public murals.

By mid-November that year the blank white walls and pillars of the once sterile-looking lunchroom came alive with child-spirited images and colors. As the *Bulletin* put it:

> The Master's influence was now complete. Cynthia Weiss had taught students and faculty alike how to create, compose and paint a mural.

Mrs. Melissas commented, "Getting the mural up onto the wall was a kind of heroic effort involving so many people of so many different ages and of such different abilities." On one of the walls in the lunchroom was painted the name of every one of those people who had participated, children and adults.

The Piper Brothers

Two of the potential participants in the mural project were never to have the joy of bringing it to completion. On the Thursday evening before Interim was to start, there was a middle school football game at a local school. Nicholas Piper '93, quarterback for the middle school team, had led them to victory. His proud brother Alex '89, also a football player and a senior that year, was driving the two of them home to Highland Park when they were in a disastrous automobile accident. Neither boy survived. The School community was devastated by the sudden loss. Classmates were paralyzed by grief.

The funeral was scheduled for the following Monday morning, the first day of Interim Week. Mac McCarty, Alex's football coach, and friend of both boys, was to give the eulogy. Mac and his wife, Evelyn, and one of the upper school teachers were on their way to the funeral when Mac, at the wheel, blacked out, and the car hit a tree. All were injured; Evelyn McCarty did not survive. Evelyn's funeral drew alumni, students, parents and former parents from all over the country. The essence of family in the school community was truly expressed in the outpouring of grief and love.

The students planned a memorial service for their classmates. It was held near the McCarty Gym in the early spring; a sugar gum tree was planted in the Piper brothers' honor. The lunchroom mural that Alex and Nicholas were to have helped paint was dedicated in their memory. A scholarship was also established and named in their honor.

Music at North Shore

Susan Marshall Concert

Another tragic automobile accident led to the establishment of the Susan Marshall Memorial Concert. Susan, from the class of 1976, perished in 1982. Her parents, strong supporters of music in the Chicago area, channelled their grief into a way of

recognizing and celebrating talented young musicians by selecting and inviting one to perform each year at a concert at The North Shore Country Day School in memory of Susan. Inaugurated in 1983, the selection of musicians for the duration of the eighties included soprano, Ruth Golden; violinist, Mark Peskanov; pianist, Marcantonio Barone; cellist, Gary Hoffman; pianist, Stephen Hough; violinist, Peter Winograd; and cellist, Carter Brey. Each of these musicians played for the whole School at Morning Ex as well as performing for the public at an evening concert in the Diller St. Theater and giving a Master Class at the Music Center of the North Shore. The children of the School were introduced to serious music at an early age and yearly reinforced in it.

Diller St. Theater

Almost immediately upon his arrival at the School, Richard Hall realized the potential for the campus to become a center for the performing arts. He appointed Roger Shipley — an apt choice because of his versatility — to become managing director of the Diller St. Theater in 1980. Shipley, a graduate of Oberlin who had joined the faculty in 1969, taught middle school shop [1969-88] and English [1973-80] and was outdoor education coordinator [1974-80] and the technical director of theatre [1969-88]. The advantage to the School of a performance center on campus was the possibility of the guest artists enriching the Morning Ex program. Classical musicians performed regularly, and, by the end of the decade, The Chicago Children's Theater had set up a November and April residency in the Diller St. Theater.

Music Major

In addition to a rich exposure to the performing arts, the presence on campus of The Music Center of the North Shore opened up opportunity for students to take lessons on a variety of musical instruments as well as to major in music at the upper school level. Two outstanding examples of music majors from the class of 1990 were violinist David Borishansky, who came from Ohio to North Shore in order to continue his study at the Music Center, and cellist Wendy Warner, who had become a protégée of Rostropovich while still in high school.

School Community Musicians

Richard Hall's wife, Carol, was a concert violinist and added immeasurably to the musical enrichment of the School: playing first violin for the opera, for Morning Ex every year, teaching lessons at the Music Center and conducting the Youth Orchestra of the North Shore, of which a number of NSCDS students were members. Moreover, for many years the School had the benefit of a resident pianist: first, Sheldon Rosenbaum [1965-83], who played for all of the musical productions during the academic year and taught piano and at times music theory, then Washington McClain [1983-86], who taught middle school music and was the school accompanist. The decade of the eighties ended with the energetic Danny Wallenberg [1986-92], who took on the middle and upper schools' music programs as well as conducting the Diller St. Chorale, a group of adults from the northern suburbs.

The Opera

The Gilbert and Sullivan operettas, which so dominated the musical memories of sixty-five years of alumni, were beginning to be questioned by the end of the eighties. Both Geoffrey Holland, director of upper and middle school music from 1986-87 and Jay Fry, who came in as chairman of the performing arts department in 1987, had doubts whether Gilbert and Sullivan operettas were necessarily the best vehicle for training young voices. The 1988 ISACS Evaluation supported the question. Richard Hall recognized that this was a real "hot potato" and approached the issue with trepidation. He held open discussions with faculty and students. He sent out a request to alumni for their thought on three possibilities: to continue the opera annually as had been done for most of the School's history, to drop Gilbert and Sullivan in favor of some other type of musical performance or to intersperse Gilbert and Sullivan every other year (or two years or even three years) with other types of productions. The expectation was that alumni would be overwhelmingly in favor of keeping G & S an annual event. But that was not the case. When the mail came in, Hall made three stacks of replies according to the opinion expressed. Surprising to everyone concerned, the three stacks were almost equal. As loyal as many of the alumni were to the G & S tradition, another group surprisingly said, "Get rid of it." Rather unexpected, too, was the advice of several alumni who had become music educators: they returned very thoughtful responses stating that as valuable and enjoyable as G & S is, there are also many other valuable musical experiences for young people. They saw merit in extending the horizon of the students by balancing G & S with other good material.

The decision by Hall was not to make a decision — not at this point. An alternative production would be done in spring of 1990; Gilbert and Sullivan would return in 1991, and at that point a decision would be made.

The ISACS Evaluation of 1988

Never had the School seemed stronger than at the point another ISACS Evaluation was due. Following the Evaluation of 1980, the headmaster and Board had worked hand-in-hand building a strong, stimulating school environment. All of the weaknesses which had surfaced in 1980 had been dealt with in the Long Range Plan and had been tackled in one way or another on the practical level in the following seven years.

Long Range Achievements

A highly-respected development program was in place. The Director, Nancy Jones Emrich, was regarded as the doyenne of independent school development in the Chicago area by the end of the decade. A capital fund drive, under the chairmanship of Board member Richard Franke, had achieved extraordinary success. A beautiful new library had been built and had become a cultural resource for the entire North Shore community. A second, separate campaign had successfully matched the anonymous donor's $1 million offering, achieving both

the completion of the library financing and the striking increase in faculty salaries from an average of $16,150 in 1981 to $32,906 in 1990. This increase brought faculty salaries into the ninetieth percentile of independent schools in the Midwest. The Diller St. Theater was considered a performing arts center for the Chicago area and was recognized for its high quality performances. The faculty had matured and stabilized. Their professional development had been encouraged and supported. Global awareness was a fact of life at the School. An outstanding college counseling program was in place with Sharon Cooper, a full-time professional; that time-consuming task no longer depended on an over-burdened head of the upper school.

Leadership

Richard Hall had proved his leadership not only at the School but in the broader independent school and community circles. Shortly after his arrival in Winnetka, he initiated a support group for Chicago area headmasters which met once a month to share ideas and problems and, in general, to bolster morale. In addition, school evaluation had come into his realm of expertise. In 1982 he was appointed to the Evaluation Review Committee of Independent Schools of the Central States (ISACS). He was by now a veteran of many evaluation teams for other schools, often as chairman. He helped start an Independent Schools of Greater Chicago (ISAGC) committee of faculty representatives to provide peer networking and mutual development. He was chairman of the ISACS conference held in Chicago in November 1987. He was on the boards of the Foundation for Excellence in Teaching and the University School of Milwaukee. In 1988 he was elected president of the Rotary Club in Winnetka and was named Educator of the Year by the Winnetka Chamber of Commerce.

Hall's style of leadership could provide a study in itself. A number of faculty and staff have tried to analyze it. One staff member commented:

> Dick has been a man all along with a very clear vision for this place. Step by step, always enthusiastically, always optimistically, and always in small bites. He would offer you a challenge, recognize you for a job well done and then offer you another challenge. But each one of them would keep you connected to the place and would give you a sense of doing something that was of value and something that was meaningful. Each one of them made you want to be a part of the next step because you began to see what he saw.... The tasks Dick asked one to do were never easy. He never said they would be easy. He always said they would be hard.... It was a real privilege to be a part of the dynamic that was going on here.

A faculty member saw his creativity:

> You came up with a problem; he saw an opportunity. He had three possible solutions right away, and if you waited till the next morning, he had ten. Just an unending array of different ways to do things and to do them better. He would look at the School as a whole. He would look at the teachers in

> the School. He would look at the problems that we had. Then he'd try to come up with some way to build on the strengths to overcome the weaknesses, whether it was assigning a person to a different kind of job or changing the job description. Instead of saying we need somebody to do this and somebody to do that, and trying to fit all the pegs in the holes, he'd change the size of the holes to fit the pegs or he'd shave off a little peg or he'd add a little spur to a peg. He was continually challenging his people, finding ways they could be more creative, to grow professionally. His energy was so phenomenal that it would wear me out just to watch him.

Another faculty member felt that Hall "East Coastized" the School:

> The East has a different set of values; there is a longer sense of history and tradition. There are chairs in such and such. There is the institutionalization of living the intellectual life. Dick was very perceptive in understanding where the strengths of the School were and institutionalizing them.

Preparation for the Evaluation

Ever the planner, Hall had made sure to lay the groundwork for the 1988 NSCDS evaluation by revising with the Board and faculty the statement of the School's philosophy and objectives; the new statement had been adopted by the Board in March 1986. Subsequent to that, a year of meetings and discussions were held to institute a new Long Range Plan which was approved by the Board in May 1987 — just in time to begin planning the self-study which was a key part of the ISACS Evaluation.

Philosophy and Objectives

The new statement of philosophy and objectives, while including most of the ideas of the 1980 statement, was more concise. It articulated the goals under three categories — academic, personal development and social — instead of the two used in 1980 — academic and social. It dropped the phrase which had raised doubt in the evaluation of 1980 — "support . . . controversy, healthy skepticism . . . " and replaced it with "the students are motivated to develop . . . to be effective in problem solving . . . ." Another area of change was dropping several social goals of the 1980 statement:

- Cooperation with one another,
- Understanding one's own feelings and those of others,
- Accountability for one's actions,
- Development of a sense of responsibility within the community (home, school, local and world),
- Participation in total group effort.

These goals were replaced with the 1986 version — in the framework of a personal development goal:

> The School requires participation in activities designed both to develop physical coordination, endurance and leadership skills and to promote sportsmanship and teamwork.

And as social goals:

> The School provides programs which develop a world view.
> The School incorporates a faculty and a student body of diverse backgrounds who develop friendships and share experiences across a broad range of ages.

The 1986 version also pointed to a personal development goal "to develop a strong sense of personal ethics . . . " which had been implied in the 1980 version but without using the word "ethics." "Cooperation" and "group effort" seemed to be implied in the 1986 version only in the context of athletics in the terms "sportsmanship and teamwork."

By the late eighties, one of the underlying tensions between the faculty and the Board was over the issue of cooperation versus competition. Perry Smith always urged cooperation with one's peers and competition with oneself. The Board of the late eighties was pushing for a broader competitive spirit to pervade the School and was suggesting that external rewards (i.e., honor roll, academic honors) would reinforce academic motivation. What was happening, in effect, was that the Board was pushing an outmoded incentive at the very time that educational reformers were acknowledging the value of learning as its own reward, a principle held by John Dewey and Francis Parker, progressive educators from the turn of the century who had helped form the vision of Perry Dunlap Smith.

To stimulate children to learn for external rewards and to outdo their peers would be to counteract one of the goals of the 1986 philosophy: "to develop a strong sense of personal ethics." There is a significant difference between competing with oneself and competing with one's friend, particularly when educational research says that learning cooperatively is more effective than learning competitively. Here was another example of one of Smith's ideas — promoted in the twenties and thirties — still on the cutting edge of educational theory in the late eighties, yet at risk in his own School.

Long Range Plan

The Long Range Plan of 1987 presented five categories of actions for change: curriculum, marketing, people, social purpose and financial. As might be expected, programs for using the library were considered a key to strengthening the curriculum. From the perspective of educational history, several recommendations stir interest: "Integrate the teaching of related disciplines wherever it is practical to do so" indicated a trend away from departmentalization.

"Explore new approaches to teaching foreign languages in the lower school" recognized the importance of starting another language while quite young. "Investigate alternative scheduling formats to encourage field study" pointed to the need to break out of the rigid time constraints of the typical forty to fifty-minute class periods. "Establish and implement a plan to acquire up-to-date educational and administrative technology . . ." and "Integrate the computer into appropriate areas of existing programs"; all of these recommendations were compatible with and would seem to reinforce the progressive philosophy.

Enrollment Concerns

Marketing was a key factor because of teenage demographics during the late eighties. Even the neighboring New Trier High School, which typically had classes of twelve to thirteen hundred students, saw its population dwindle to under a thousand per class. By the late eighties, the population bulge was at the lower school level. For that reason, aggressive recruitment at the middle and upper school levels had to be undertaken.

A marketing study, conducted in 1988, identified the key factor in the minds of its parent sample: "academic excellence." Or, phrased in more practical terms — "Will an education at The North Shore Country Day School admit my child into a 'competitive' college?" While the recommendations of the Long Range Plan were compatible with progressive education, terminology such as "supportive," "small," "flexible" and "understanding" lost power in the eyes of the Board which felt such terms should be stricken from marketing materials. Yet "supportive," "small," "flexible" and "understanding" were the qualities of the schools, which during the the famous Eight-Year-Study of the thirties, were found to have produced the successful, well-rounded college student. Furthermore, John Dewey's name was removed from the late-eighties viewbook; members from the Board who proofread the book asked, "Who is John Dewey?" A number of the faculty felt that the identity of the School was at risk.

The director of public relations and marketing, Diane Janson, explained:

> Marketing says you have to meet people where they are and lead them in to where you want to take them. If people don't know what progressive education is, if they don't know who Perry Dunlap Smith was, you can't get their attention. Without their attention, you can't educate them. We never in our marketing anticipated that we were going to change the underlying values of the School, but in order to attract the attention of prospective parents, we had to wave the flag that they would see. And the one thing they wanted to see was college placement lists and SAT scores.

Faculty Concerns

Apart from increasing enrollment, there was also concern with implementing "a faculty compensation program that [would] attract and retain the most capable teachers." Along with that was a directive to "build new faculty housing units and

improve the existing ones on campus." Dick Hall spent extraordinary amounts of time and energy on the faculty housing issue during his last three years in office, often in debate with the Winnetka village government over zoning, but the neighborhood antipathy to the idea was too entrenched to allow more construction on campus at that point. The Wavering gift for faculty housing was diverted to the future renovation of the upper school, while the Headmaster's House was dedicated and named Wavering House in 1989 in recognition of Vera and Elmer Wavering's generosity.

Social Concerns

The social purpose component of the Long Range Plan included the following:

- Strengthen global-perspective programs.
- Develop programs to assist parents in fostering a strong sense of personal ethics.
- Encourage social concern and provide opportunities for service.

The thought regarding ethics was that the prime force for dealing with such a sensitive topic should be the parents, with the School in a supporting role. Service opportunities would be provided, but the School was not ready to integrate mandatory service as a learning experience into the educational expectation for graduation as many other independent schools were doing at this time. Problems of geography and time were major obstacles; the logistics for transporting youngsters into the city on a frequent basis were complex.

Self-Evaluation

In preparation for the visit by the ISACS evaluation team, the faculty and staff of the School undertook an exhaustive self-study. Twenty-seven committees analyzed every division, every department, and every other instructional and administrative aspect of the School to see how well the institution was living out its philosophy.

[A note of historic interest: The seventy-six page 1988 document was typed on an Apple IIGS, using Appleworks, and printed using a Macintosh, Microsoft Works and lazer printer. The 1980 document had been typed on an IBM Selectric typewriter and duplicated by Xerox. The 1973 document had been mimeographed.]

It was during the evaluation process that the tension which had been mounting during the latter part of the eighties came to the surface and boiled over. Faculty members, while they valued the stimulation and challenge to creativity, were feeling fragmented and stretched too thin by conflicting demands. They felt the School lacked a consistent view of itself, perhaps trying to be all things to all people, perhaps admitting students who required more specialized programs than North Shore was geared to offer. Decision-making was another sensitive issue. Some department heads felt their judgment regarding department policy and the hiring of new teachers was not taken seriously.

The examination of the very nature of leadership itself reflected what was going on nationally, not merely at one school. The days of the benevolent dictator were definitely over. In fact, even the appellation "head-master" — certainly a paternalistic title — seemed grossly obsolete in view of the changing perspective of contemporary faculty members. The situation at NSCDS, however, might strike one as slightly ironic considering the degree of autonomy and involvement in the governance of their school which North Shore teachers had in comparison with their public school peers. Many faculty members felt this was not enough. They were seeking the kind of democratic ideal embedded in the Perry Dunlap Smith philosophy, whether or not such ever existed in reality.

The Impact of the Evaluation

During the second week of April in 1988, the nineteen-member evaluation team arrived. They visited classes, met with teachers, parents, Board members; they observed Morning Ex and other School activities and wrote up their report. Commendations were made on the atmosphere of the School, the long range planning, greater financial stability, innovative programs and the new library. Special note was made of "the aggressive effort of the School to be a cultural resource for the surrounding community."

Recommendations included improving communication and decision-making processes, examining traditional practices (Morning Ex and Gilbert and Sullivan, for instance) to see if they still met the needs of changing times, exploring ways to better accommodate the expanded number of students of diverse backgrounds and, finally, developing a more focused public relations and marketing strategy to combat the declining enrollment at the middle and upper school levels. The dispassionate report gave no hint of the intense drama that had played itself out during the evaluation process.

So fervently had the headmaster worked for seven years to rebuild the School. So courageously had he taken risks to challenge his faculty and students to their utmost. So carefully had he laid the groundwork for the 1988 evaluation; yet somewhere along the way, so subtle that one would find it difficult to point out where, something had happened. A month after the evaluation, Dick Hall announced to the School community that he would be leaving in June of 1989. As a result of the institutional and personal soul-searching, he had come to the conclusion that his leadership was no longer right for North Shore. He was to turn fifty during his tenth year with the School; he had completed one Long Range Plan and had helped set another in order; he had brought the School through two ISACS evaluations, and now he felt it was time to bring in new ideas and a new style of administration.

Hall was experiencing what has become evident in recent years: that effective leadership seems to have a cycle. It was becoming apparent on a national scale that the typical tenure of college presidents and heads of independent schools was averaging around six to eight years. These positions no longer took the lifetime

patterns of the Perry Dunlap Smiths. Hall's original intent had been to live out his professional life at North Shore. He had invested himself totally in the School; this was his home in the deepest sense possible. Given that level of commitment, it was a wrenching decision to leave. But, as with everything Hall did, he did it with grace and humor, with an enormous sense of risk — he lived for close to a year without a job in his future — and he did it with the kind of selflessness that came from knowing that his headship was no longer the most effective for the School.

Hall gave the search and screen committee a full year to find a successor. He turned what could have been a depressing and distressing final year into one of activity and service. He and his wife Carol opened up their home to a talented young violinist from Ohio to enable him to continue his study at the Music Center while attending NSCDS as a high school student. Hall took on the presidency of the Winnetka Rotary with his characteristic enthusiasm. And he continued to work with the international student movement.

The Farewell

Indicative of the kind of energy he put into all of his projects, each summer Dick Hall would spend weeks thinking about and preparing his address to the faculty at their first autumn meeting: selecting the theme and, from the wide variety of reading he did during the summer, collecting ideas, stories, quotations and, yes, a few jokes. His last address, in September 1988, dealt with relationships. He had come to North Shore in 1979, in time to celebrate the School's sixtieth anniversary, and was leaving just before the seventieth. With such thoughts in mind and with an eye to the future, he said:

> It is at times of change that we really begin to look at what is important to us! I have spent a fair amount of time thinking about these issues, needless to say. I believe strongly that, from time to time, individuals and schools as well need change in order to bring clarity to priorities — to force us to focus on those issues about which we really care, so that we don't slide along into patterns that are not good either for ourselves or for the students that we serve.... The aspect... which I would like to bring to focus today has to do with relationships — not just any relationships, but some of the ones that are crucial to us as teachers.... If we all were to assume and remember that all our relationships could end at any time, would we treat them differently?
> (As an aside, I often have thought that Eunice Jackson lived her life with that kind of urgency.) Relationships aren't static; if we ignore them, or abuse them, something happens. How do we, in this School, care for them?
>
> ... First of all: teacher to teacher... [T]he experience of children depends greatly upon the relationships of the adults. If we are working together well as adults, if we are people whose intellectual exchange is productive and in the interest of the students committed to our charge, our School will be a great school....

. . . All schools need to deal with the inevitable questions of whether any decision is good for adults in the community, and whether it is good for students. There can be a tension in those two interests. . . . Ed Yeomans, a former headmaster with long ties to North Shore, once said, "Unless a community is a good place for children, unless it can take care of their growth intelligently, it cannot stand any test of real fitness, no matter how many adult needs it may fill." . . . I would simply add that a school is as good as the ability of its teachers to work together in the interest of their students. . . .

And finally to the most important set of relationships that exist in a school — between the teacher and the student.

. . . We have chosen our careers, our profession, because we believe we can make a difference in each student's life. Everything else is incidental. We have only a short period of time with our students — and they will be gone and our oppportunity to make a difference will be over. There is an urgency about our relationship. . . .

. . . We are headed into a future for North Shore in which there are uncertainties, where we will be discovering what is important to us, and which inevitably will help us to focus on those relationships surely ephemeral and sometimes behind the scenes which make this a really wonderful school. Already as I examine what the future brings for me, I become only more certain about the uniqueness of North Shore, of the vibrant set of personalities and relationships that make us proud to be a part of its family. . . .

. . . Let's rededicate ourselves here and now to our common task. We have no time to waste. The job is too important.

Au Revoir

Over 300 members of the School family came together for an *Au Revoir* dinner for their departing headmaster and his wife on June 3, 1989. The Halls would be moving to Belgium where Dick Hall had been selected to become headmaster at the International School of Brussels. For months a committee had worked in secret to plan the grand farewell event. But it was Hall, with his keen sense of theater and ritual, who orchestrated the momentous announcement: the identity of the anonymous donors of the $1 million matching gift made in Hall's honor. By another remarkable coincidence, of the kind that punctuated the life of the School, the donors were also named Hall — Julie and Parker. In tribute to both Hall families (no relation to each other), the library was named the Hall Library.

Richard Hall's Final Commencement

A week later, June 9, 1989, Dick Hall gave out diplomas at his final North Shore Country Day School commencement, bringing a decade and his tenure to a close. For ten years he had greeted the parents and relatives in the flower-adorned auditorium on the warm June afternoon. For ten years he had listened to the speakers, both adult and student, whom the seniors had elected to make some kind of special statement for them. Once more he congratulated the Francis R. Stanton distinguished alumnus. For ten years he watched the young men and women walk out of the auditorium to embrace their families as well as what life had waiting for them, but he knew they would always come back to visit the School. This time, however, was different: he realized he wouldn't be there to greet them when they did return.

• • •

Once more — as they had for seventy years before and would in years to come — the senior class walked out of the auditorium, the girls in white dresses, the boys in coats and ties. Tones of "Wake the Echoes" now gone, more enticing sounds drew them. But the echoes lingered: the stereo from the senior lounge reverberating at the south end of Dunlap Hall; the squeeky chirps of athletic shoes dancing around the two gym floors, no longer the "boys' gym" and the "girls' gym" but shared by both now; the animated voices in constitutional law class arguing a fine point in the First Amendment; Mr. Freisem's two-finger whistle piercing the air from the window over the student parking lot; the childish chant of Alexander's "terrible, horrible, no good, very bad day," responding to the headmaster's favorite story; and the peal of the big brass bell from its post next to the old Diller Street — today the front walkway — ringing out the school year . . . year after year.

The class of 1989 poses for its picture just before the commencement ceremony.

Epilogue

Perhaps most unexpected, the 1980s rediscovered the need to deal with "the whole child" — mind, body and psyche — as advocated long ago by John Dewey, whose Progressive views were long denounced as subversive of American values and sound education.

Fred M. Hechinger

With this wry comment, Fred M. Hechinger, *New York Times* education writer, sums up a decade of educational reform [*NY Times*, Dec. 20, 1989]. He cites published landmarks of the eighties and indicates briefly the major ideas of each:

- *A Nation at Risk* (National Commission on Excellence in Education, 1983) "asked mainly for more of the same — longer hours, an extended school year, more tests."

- *High School* (Carnegie Foundation for the Advancement of Teaching, 1984) "stressed the central role of 'language' — reading, writing, speaking, listening — and called for community service to be required."

- *Horace's Compromise: The Dilemma of the American High School* by Theodore Sizer (1984) linked "students' achievements to teachers' freedom to determine how to teach."

- *A Nation Prepared: Teachers for the 21st Century* (Carnegie Corporation of NY, 1986) recommended that teachers be carefully selected, highly trained and well-paid.

- *Turning Points: Preparing American Youth for the 21st Century* (Carnegie, 1989) advocated that all community forces join in caring for "the whole child."

So, having made the journey from 1919 to 1990, we arrive back where we began: with the importance of "the whole child." Perry Dunlap Smith's vision of the 1920s, 1930s and 1940s continues to be as fresh as that of the educational reformers of the late 20th century. Many of his ideas are now considered breakthroughs in educational theory and practice: parental collaboration, tying learning to the real world, educating for democracy and restructuring schools to fit the needs of children.

Parent Collaboration

Importance of Educating Parents

Perry Dunlap Smith had realized the potential volatility of the progressive approach to education and therefore the importance of educating parents about the

nature of their School. In the early days, this was done at frequent parent meetings. By 1939 Smith had initiated a bulletin for parents. Through his monthly essays, he kept them abreast of the latest theories of teaching and learning, of child psychology, and of the importance of the parents' role in educating their children. One of the primary requirements for admission, he reminded the parents every few years, was to understand thoroughly the nature and philosophy of the School and to support it, energetically as well as financially. Apparently his emphasis on parental involvement with the School was so unique that he was invited all over the country to explain it.

Acceptance by the Establishment

As if in vindication of Mr. Smith's rather radical view of parental collaboration, *The New York Times* in 1985 printed an article entitled "Schools Are Encouraging an Active Parental Role." Stan Salett, senior associate and co-founder of the National Committee for Citizens in Education, based in Columbia, Maryland and author of the article, emphasized the importance of parental participation in the wide variety of activities within the schools. The newpapers of the mid-eighties were full of such stories. Parental involvement in children's education is an idea which had now permeated the establishment.

Tying Learning to the Real World

Valued Skills

An interesting experiment in education has been going on in New York City since 1983 which raises issues that have concerned progressive educators in general and schools like NSCDS in particular since the 1920s. For both, teamwork and the ability to improvise are the valued skills: to the NYC experiment, because a growing number of jobs are in the service sector, to the progressive educators because such skills lead to the fuller development of "the whole child." The New York City Board of Education has established a junior high school and six elementary and intermediate schools based on a model where these kinds of skills are being taught: the College for Human Services started by Audrey Cohen during the sixties to train disadvantaged women for service positions [Edward B. Fiske, *NY Times*, Nov. 22, 1989].

Most American schools, Ms. Cohen points out, reflect old values: knowledge is cut into subjects unrelated to each other and to real life; information is taught but not the ability to use it; competition and individual achievement are fostered, not cooperation and teamwork. Each of these old values is counterproductive to the work world today. For such reasons the NYC Board of Education undertook its experiment in selected public schools.

NSCDS Experiments

Perry Dunlap Smith too was aware of these problems. He worked with his teachers to develop core-curricula so that children learned by integrated experience — history, geography, mathematics, science, language arts — rather than by isolated rote.

Under Mr. Smith, information was taught, but the ability to use it was stressed. In the early days such practical use took the form of "hand work" in the shop and the art studio, later in repairing plumbing and small appliances and at various times in running small businesses. At the end of the sixties and early in the seventies, May Project took seniors off campus to do internships in various professions. By the mid-seventies, the School had developed one of its most distinctive programs: Interim Week. This gave high school students — by working or traveling in small groups with faculty members or by doing internships — a time to explore in depth what could not be learned in the classroom. The Interim experience has often opened long-lasting interests and sometimes career directions.

Cooperation and teamwork — not competition and individual achievement — have been essential to the North Shore vision. In Mr. Smith's day, it sometimes led to humorous situations such as the deliberate omission of names on the theater programs to avoid a "star" mentality. Contemporary parents who lack an understanding and/or a commitment to the school philosophy will periodically challenge this ideal and exert pressure to introduce honor rolls and other achievement awards. But the underlying cooperative spirit fostered by working together has remained an essential part of the nature of the School.

Education for Democracy

In 1990 American educators took on the challenge to help schools in Eastern Europe teach democracy [Susan Chira, *NY Times*, Jan. 25, 1990]. Under a project of the American Federation of Teachers, specialists from the United States were selected to work with Eastern European educators to "eliminate authoritarian methods of teaching and administration" as well as to revise curricula. The educators on both sides understood that method as well as content had to be democratic if the lesson was to be effective.

Democratic Environment

Perry Dunlap Smith also recognized that it did little good to teach democracy from a text book if the environment itself was not democratic. To that end, he encouraged the students to set up student government, to solve problems through Town Meetings, to take responsibility for school activities and to respond to global events in tangible ways.

Restructuring Schools

Common Themes

By the end of the eighties, it had become evident to most reformers that simply adding more of the same — whether advanced courses, increased days of school, or additional tests — was not the answer. What was needed was a restructuring, a "perestroika," of the educational system. Reporting on the Baltimore meeting of the National Governors' Association and the Education Commission of the States, Edward B. Fiske of the *NY Times* [Feb. 14, 1990] pointed out several common themes for restructuring: decentralizing management of schools, measuring student progress in new ways, training teachers in a different and better way, and giving teachers new responsibilities.

1. Decentralized Management. Independent schools have always had the advantage of decentralized management. Boards of Trustees, composed of parents in the case of The North Shore Country Day School, along with principals and headmasters, have functioned as a management team much like that now advocated in public systems.

2. Measuring Student Progress. Student evaluation has been a continuing challenge at North Shore. The young children have never been labeled with grades. High school students have been evaluated with a variety of measures, everything from charts in the early days which measured the students against their own potential to the recent acquiescence to the A, B, C system to simplify college admissions. Narrative reports, however, rather than grade labels, have been the essential aspect of the evaluation system.

3. Teacher Training. Better ways of training teachers was and continues to be imperative to the progressive movement. The Graduate Teachers' College of Winnetka was an excellent example of one such experiment. From 1932 until 1954 the GTCW drew students from all over the world and, in the process, made the village of Winnetka a landmark in the field of education.

4. Faculty Responsibility. A hallmark of progressive education has been faculty responsibility: for tailoring the curriculum to individual learning styles of the students, for structuring the courses to fit developmental needs of the particular group of students, and for being attentive to the intellectual interests of the students. For seventy years such has been the ideal of The North Shore Country Day School, sometimes successfully carried out, other times not so.

Special Needs of Middle School Students

Young adolescents have an intense need for intimacy and social identity, yet they are often channeled into large impersonal schools where they must change classes

and rooms as often as nine times a day. To make matters worse, they are tracked by academic ability and, where that label is negative, often trapped by low expectations. In the late eighties, the Carnegie Report, *Turning Points: Preparing American Youth for the 21st Century* [1989], offered an antidote for these unmet needs: create within large schools smaller communities, each with a team of teachers who would form a close relationship with a limited number of youngsters. In addition, the Report advised, rather than tracking, use peer tutoring.

The Human Scale

Perry Smith made similar observations following World War II as he watched the rise of large consolidated schools around the country. Concerned with keeping the human scale in the children's environment, he emphasized the family nature of the School and the importance of older children interacting with the younger ones. By the same token, he saw value in quicker and slower students collaborating in the same classes. He believed that some of the most valid education took place when students learned from each other. This belief has caused no end of anxiety for teachers at North Shore. From the time of the sixties onward, the pressure at the high school level has been to accelerate the classes. During the eighties, Advanced Placement courses became firmly established, which by their nature demand intellectual segregation.

Social Identity

The nature of the campus, the structure of the buildings, the mutual use of the gymnasiums and athletic fields, and the all-school Morning Ex programs have helped instill in students a sense of individual identity within the School family. The enrollment, never exceeding 470 students — for the most part hovering around 400 — has insured a human scale for learning activities. "Buddy-pairing" older with younger students on a one-to-one basis has encouraged interaction, integral to healthy family life.

Keeping the Vision Alive

The North Shore Country Day School has not been a utopia. It has been a demanding — often exciting — place to teach and learn, with its share of challenges and difficulties. In spite of its physical, geographical and social advantages, the School, like all human institutions, finds itself in a constant tug-of-war with that which would pull it toward mediocrity.

Perry Dunlap Smith recognized this danger. When he retired in 1954, he once more warned the school family (June 1954 *Notes*):

> Such things as "the habitual vision of greatness" which Alfred North Whitehead states as the necessity of all moral education, must never be lost sight of. The necessity of keeping "all the avenues to the soul open and in use" by not leaving such essentials of self-expression as art and music and

> sight of. The necessity of keeping "all the avenues to the soul open and in use" by not leaving such essentials of self-expression as art and music and drama and creative writing to chance or to the child's election, but rather seeing that all children are exposed to these experiences every year is another vital essence of the School's life. The emphasis on learning for its own sake and not through fear of punishment or hope of ulterior rewards must be maintained. The desire to be of use to one's fellows, which is instinctive in all of us, must be given every means of fulfillment, certainly far more than that other instinctive drive to excel, to surpass, to conquer our colleagues and companions.

If one listens to what educational reformers are now saying, the vision of Perry Dunlap Smith stands as relevant today as it was in 1919. But Smith's theories and their connection to the progressive education movement — detailed in this history of the School — were as new in that day to most of The North Shore Country Day School community as are the ideas of current educational reformers of the late 20th century to the American public at large.

What happened to these theories that were so alive early in this century? In the case of The North Shore Country Day School, many of the ideas continued to live on in School traditions and came to be taken for granted. Some ideas were rejected, but many tended to get lost in the minutiae of everyday life. New generations came — teachers, parents, students — and then moved on. One-by-one, traditions were challenged and some of them dropped in response to changing times. Other practices have been maintained; they still resonate with the values of the School community.

In our search for still better ways of teaching and learning, we should pause and listen once more to the voices of the past. We may well learn that today's challenges are not so new. And the means of dealing with them successfully were found long ago.